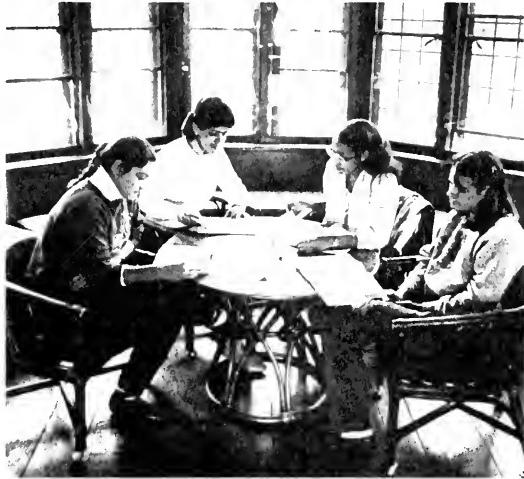


The Wellesley College Bulletin

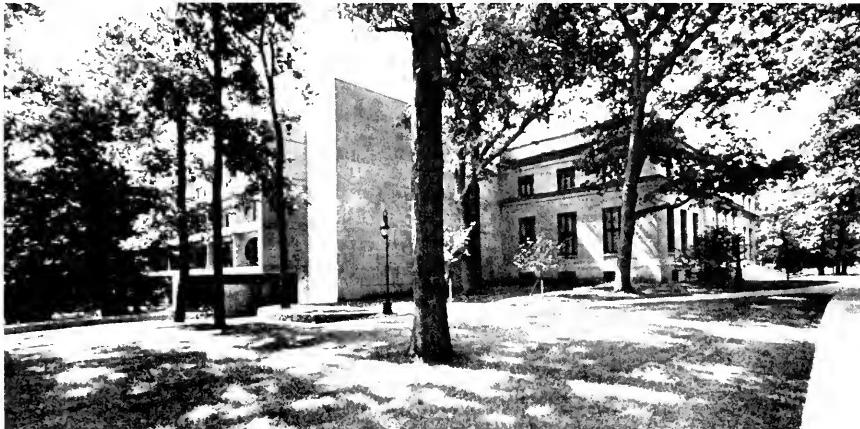


Academic Year 1983-84





Catalog for 1983-84



The Wellesley College Bulletin, Vol. 73, No. 1

Contents

Academic Calendar, 1983-84	3	German	109
Inquiries, Visits & Correspondence	4	Greek	112
The College	6	History	117
The Campus	10	Italian	130
Facilities and Resources	10	Italian Culture	132
Student Life	14	Language Studies	133
Student Residence and Resources	14	Latin	113
Student Government	16	Literature in Translation	208
Career Services	18	Mathematics	134
Admission	20	Medieval/Renaissance Studies	138
Criteria for Admission	20	Molecular Biology	140
Admission Plans	21	Music	141
Foreign and Transfer Students	22	Philosophy	147
Costs	26	Physical Education and Athletics	152
Fees and Expenses	26	Physics	155
Payment Plans	28	Political Science	158
Financial Aid	29	Psychobiology	167
Graduate Fellowships	31	Psychology	168
The Academic Program	34	Religion	174
The Curriculum	34	Russian	181
Academic Policies and Procedures	36	Sociology	183
Special Academic Programs	40	Spanish	188
Academic Distinctions	43	Theatre Studies	192
Honors Awarded, 1983	43	Theatre Studies, Interdepart. Major	193
Courses of Instruction	48	Urban Studies	195
American Studies	49	Women's Studies	195
Anthropology	50	Writing Program	203
Architecture	53	The Board of Trustees	228
Art	55	Presidents	227
Astronomy	64	The Faculty	210
Biological Sciences	66	The Administration	230
Black Studies	71	The Alumnae Organization	236
Cambridge Humanities Seminar	207	The National Development Fund Council	237
Chemistry	75	Travel Instructions	239
Chinese	78	Index	240
Chinese Studies	80		
Classical Civilization	82		
Classical and Near Eastern Archaeology	83		
Computer Science	85		
East Asian Studies	81		
Economics	87		
Education	92		
English	95		
Experimental Courses	201		
Extradepartmental	198		
French	101		
French Studies	105		
Geology	106		

The information contained in this Bulletin is accurate as of August 1983. However, Wellesley College reserves the right to make changes at its discretion affecting policies, fees, curricula or other matters announced in this Bulletin.

Academic Calendar 1983-1984

First Semester

SEPTEMBER

1, Thursday Labor Day Weekend	New students arrive Orientation activities for new students
3, Saturday	Returning students arrive
6, Tuesday	Classes begin
6, Tuesday	Convocation

OCTOBER

7, Friday	Fall recess begins after classes
11, Tuesday	Fall recess ends

NOVEMBER

23, Wednesday	Thanksgiving recess begins (after classes)
27, Sunday	Thanksgiving recess ends

DECEMBER

9, Friday	Classes end
10, Saturday	Reading period begins
15, Thursday	Examinations begin
21, Wednesday (Noon)	Examinations end
17, Saturday	No examinations
18, Sunday	No examinations
21, Wednesday	Christmas vacation begins (after examinations)

JANUARY

3, Tuesday	Christmas vacation ends
4, Wednesday	Wintersession begins
25, Wednesday	Wintersession ends

Second Semester

JANUARY

30, Monday	Classes begin
------------	---------------

FEBRUARY

20, Monday	Washington's Birthday (no classes)
------------	------------------------------------

MARCH

23, Friday	Spring vacation begins (after classes)
------------	--

APRIL

1, Sunday	Spring vacation ends
16, Monday	Patriot's Day (no classes)

MAY

8, Tuesday	Classes end
9, Wednesday	Reading period begins
14, Monday	Examinations begin
18, Friday	Examinations end

JUNE

1, Friday	Commencement
-----------	--------------

Inquiries, Visits & Correspondence

Wellesley welcomes inquiries and visits to the College from prospective students, their parents, and other interested individuals. For those who would like more detailed information on many of the programs and opportunities described in this catalog, the College publishes a number of brochures and booklets. These publications, as well as answers to any specific questions, may be obtained by writing to the appropriate office as listed.

For those who would like to visit the College, the administrative offices in Green Hall are open Monday through Friday, 8:30 a.m. to 4:30 p.m., and by appointment on Saturday mornings during term time. Special arrangements

for greeting prospective students can also be made during vacation periods. Rooms for alumnae and for parents of students or prospective students are available on the campus in the Wellesley College Club and may be reserved by writing to the club manager.

A prospective student who wishes to arrange an interview with a member of the professional staff of the Board of Admission should make an appointment well in advance.

Student guides provide tours for visitors without previous appointment. Visitors to the College may call the Board of Admission prior to their visit to arrange a mutually convenient time for the tour.

President

General interests of the College

Dean of the College

Academic policies and programs

Dean of Students

Student life
Advising, counseling
Residence
MIT cross registration
Exchange programs
International students
Study abroad

Class Deans

Individual students

Director of Admission

Admission of students

Director of Financial Aid

Financial aid, student employment,
fellowships, student loans

Bursar

College fees

Registrar

Transcripts of records

Dean of Continuing Education

Continuing education

Director, Center for Women's Careers

Graduate school; employment;
general career counseling of
undergraduates and alumnae

Vice President for Financial and Business Affairs

Business matters

Vice President for Resources

Gifts and bequests

Executive Director, Alumnae Association

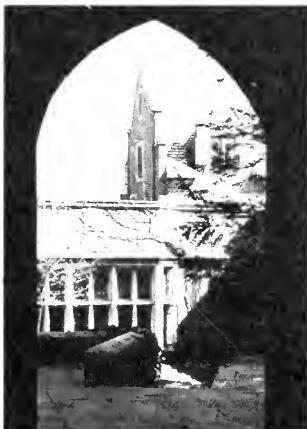
Alumnae interests

Address

Wellesley College
Wellesley, Massachusetts 02181
(617) 235-0320



The College



The College

A student's years at Wellesley are the beginning—not the end—of an education. A Wellesley College degree signifies not that the graduate has memorized certain blocks of material, but that she has acquired the curiosity, the desire, and the ability to seek and assimilate new information. Four years at a women's college can provide the foundation for the widest possible horizon of ambitions,

and the necessary self-confidence as an individual and as a woman to fulfill them. Above all, it is Wellesley's purpose to teach students to apply knowledge wisely, and to use the advantages of talent and education to seek new ways to serve the wider community. These are the elements of an education that can never grow old and can never become obsolete.

Wellesley is a college for the serious student, one who has high expectations for her intellectual life and for her career. Beyond this common ground, there is no Wellesley stereotype. Students at the College come from all over the world, from different cultures and backgrounds. They have prepared for Wellesley at hundreds of different secondary schools; two-thirds of them attended public secondary schools. Wellesley students are white, Black, Hispanic, American Indian, and Asian-American. Through the Continuing Education Program, a number of older women, many of whom are married and have children, are part of the student body working toward a Wellesley degree. Men and women from other colleges and universities study at Wellesley through various exchange programs.

This diversity of people and personalities is made possible, in large part, by the College's continued ability to maintain an "aid-blind" admission policy. Students are accepted without reference to their ability to pay. Once admitted, those with demonstrated need receive financial aid through a variety of services. Approximately 65% of the student body currently has financial help; about 42% of those receive aid directly from the College.

Wellesley's founder, Henry Fowle Durant, was an impassioned believer in educational opportunity for women. Throughout its 108 year history Wellesley has been one of a handful of preeminent liberal arts colleges in the country, and, at the same time, a distinguished leader in the education of women.

Wellesley has remained a women's college because there are priceless advantages for the student. These advantages have increased in importance over the last twenty years, especially since women began entering the paid labor force in large numbers. At a college for women, the student is free to reflect upon herself as an individual and as a scholar, without the encumbrance of stereotypes. As a result, students at Wellesley find themselves taking courses and

pursuing interests that elsewhere might be seen as more appropriate for men. They also take courses and pursue interests with an emphasis on the lives and achievements of women, that elsewhere might not be available at all. The College has always encouraged women to make responsible choices, without regard for prevailing convention. In the early part of this century, a woman choosing to become a physician would have been viewed as atypical. Today, it might be equally unconventional for a Wellesley graduate to devote herself to a family and to volunteer activities. Either way, the women's college experience helps each student understand that she has many choices, that she may set her own goals and strive to fulfill them in a way that is satisfying to her.

In recognition of the importance of studying the contribution of women to their world, the College inaugurated a major in Women's Studies in 1982. While the major concentration is new and presents many exciting opportunities, the investigation of women's work and women's lives has been a respected part of academic life for many years. The Wellesley College Center for Research on Women, a policy-oriented research institution on campus was founded in 1974 and has produced much work of national importance about the role of women in contemporary society.

Wellesley is not, however, a community composed only of women. Many members of the faculty and administration are men, and through the various exchange programs there are always male students on campus. With Boston and Cambridge, and their many educational institutions, only 35 minutes away, there is a wealth of opportunity for each student to enjoy the kind of social life she desires.

In some respects, the liberal arts curriculum at Wellesley, like the traditional commitment to women, has changed little since the College was founded. The constant features are the grouping of disciplines into several broad areas and

the requirement that each student sample widely from courses in each area. Consistent also is the concept of the major—the opportunity for each student, through concentrated study during her junior and senior years, to establish mastery in a single area. The College has adhered to this framework because it emphasizes the building blocks of a continuing education: the ability to speak and write clearly, the knowledge to manage quantitative data with ease, the confidence to approach new material, the capacity to make critical judgments. Whatever the student chooses to do with her life, these skills will be essential.

Within this traditional liberal arts framework, the Wellesley curriculum is dynamic, responsive to social change and quick to incorporate new fields of study. The dramatic expansion of information of the last 20 years has led to an increasingly interdisciplinary course of study. Single majors in traditional disciplines have been joined by double majors, and especially designed interdisciplinary and interdepartmental majors. An interdepartmental Freshman Writing Course is a degree requirement.

Wellesley stresses computer literacy for all its students. In 1982 the College instituted a major concentration in Computer Science. At Wellesley the use of data and word processing is not limited to the sciences: faculty members are pioneering applications of artificial intelligence and teaching technology in such fields as philosophy, history, and languages. A Technology Studies program designed primarily for humanities students will begin in September, 1983.

The Wellesley curriculum is further extended through exchange programs, residential and nonresidential, with a number of other institutions.

The Wellesley-MIT Cross Registration Program allows students to combine the strengths of these two outstanding institutions while remaining in residence on their own campuses. Wellesley students enroll in a large variety of MIT subjects, largely in the humanities, social sciences, art, architecture, planning and management, as well as courses in engineering, mathematics, and the sciences. Popular courses have been "Issues in Architecture", "Financial and Management Accounting" and "Field Geology". A few Wellesley students construct individual majors in such subjects as urban planning, architecture and linguistics which draw on the resources of departments at both MIT and Wellesley. A bus runs hourly between the two campuses.

The Twelve College Exchange Program brings men and women from other member New England colleges to Wellesley for a semester or a year, and enables Wellesley students to live and study on another campus. The College also offers exchanges between Wellesley and Spelman College, a distinguished Black liberal arts college for women in Atlanta, Georgia, and Mills College, a women's college in Oakland, California.

Wellesley students are encouraged to spend a semester or a year abroad in programs at many institutions throughout the world. Limited financial aid for study abroad is available through several Wellesley funds. The Slater program underwrites the cost of attending European institutions for a summer or academic year, and it brings Slater Fellows from abroad to the Wellesley campus. The Waddell program provides funds for study in Caribbean countries or in Africa. The Stecher program enables students to study art abroad either during the academic year or summer.

Wellesley's faculty—of which 58 percent are women—bring to the College a vast range of academic and professional interests. Poets, artists, musicians, scientists, political and economic analysts, the members of the faculty are scholars dedicated to teaching and committed to all aspects of life in the Wellesley community. The president of the College, Nannerl Keohane, teaches a seminar in Political Science. A number of faculty live on or near the campus, and are available to students long after the end of class.

At Wellesley there is one faculty member for every eleven students. As a result, the average size of classes ranges from 18 to 20 students. A few popular introductory courses enroll more than 100, but these classes routinely break into small discussion groups under the direction of a faculty member. Upper-level classes and seminars bring together 12 to 15 students and an instructor to investigate clearly defined areas of concern. The low faculty-student ratio offers an excellent opportunity for students to undertake individual work with faculty on honors projects and research.

Learning at Wellesley is supported by excellent academic facilities. The Margaret Clapp Library has an extensive general collection of over 600,000 volumes in its open stacks, as well as many rare books in special collections. In addition to the collections in the main library, many departments have their own libraries.

Wellesley's strength in the sciences dates to the 19th century, when the College's physics

laboratory was the second such laboratory in the country (the first was at the Massachusetts Institute of Technology). The Science Center brings together all the science departments, including mathematics and computer science, in a contemporary setting that fosters interdisciplinary discussion and study. Laboratories in the Science Center are completely equipped for a wide variety of fields. Resources for the sciences at Wellesley also include an extensive complex of greenhouses and a fine observatory.

Students in the arts find excellent facilities in the Jewett Arts Center, a complex consisting of the art department wing and the theatre and music wing, linked by the Wellesley College Museum.

Wellesley recognizes that classroom activities and studying are only part of a college education. The residence hall system not only provides a pleasant and comfortable place to live, but seeks, through educational programs and meaningful experiments in collective living, to integrate academic and extracurricular life. Residence life is administered in many different ways, ranging from professional heads of houses to student-run cooperatives.

For many students, the lessons learned competing on the athletic field, publishing the *Wellesley News*, or participating in a Wellesley-sponsored summer internship in Washington are of lifelong importance. The College encourages self-expression through any of the over 60 established extracurricular activities, as well as any interest that a student may choose to pursue alone or with a small number of friends. Wellesley also supports those students who investigate religious issues and thought. The College chaplaincy offers a religious program embracing many faiths, including denominational services for those who wish to participate.

Wellesley is a small community, and the quality of life depends upon the involvement and commitment of each of its constituents. For this reason, students at the College participate in decision making in nearly every area of College life. Students serve, frequently as voting members, on every major committee of the Board of Trustees, including the Investment Committee, and on committees of the Academic Council, including the Board of Admission and the Committee on Curriculum and Instruction. In academic departments, they are voting members of the curriculum and faculty search committees. They also serve on committees that set policy for residential life and govern Schneider Center, the focus for much student and community activity on campus.

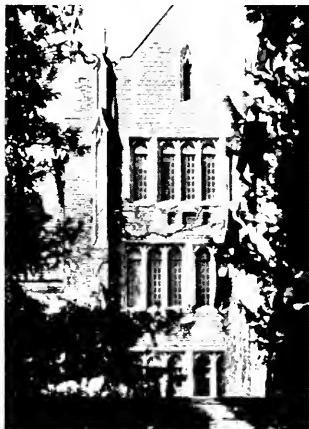
The Wellesley College Government Association was established in 1918 by student and faculty agreement. Through Senate, its elected representative body, it is the official organization of all Wellesley students. College Government officers are elected each spring on a campus-wide basis; Senate representatives are elected in each residence hall and by the Nonresident Student Organization.

In its desire to create the best possible education for women, we at Wellesley continue to seek solutions to problems faced by both men and women in a changing world. We also look closely at our own immediate environment, and try to make it a better place in which to study and to grow. Members of the Wellesley community are exploring new patterns of work, new ways for campus groups to communicate more effectively, and new styles of residential life.

Each student who comes to Wellesley College joins an extended community, composed of the thousands of women who have preceded her. Some of Wellesley's alumnae have been outstanding scholars and researchers; others have been leaders in politics and women's rights; still others have made important contributions to their communities through volunteer work. We are proud of our alumnae. Their contributions, however they have chosen to make them, have proven that four years at Wellesley College is just a beginning.



The Campus



The Campus

Wellesley College has a campus of more than 500 acres bordering on Lake Waban. There are woodlands, hills and meadows, an arboretum, ponds, and miles of footpaths. In this setting are 64 buildings, with architectural

styles ranging from Gothic to contemporary. The focal point of the campus is the Galen Stone Tower, named for its donor, which rises 182 feet.

Facilities and Resources

The broad scope of Wellesley's curriculum is supported by excellent academic facilities, ranging from large lecture halls to study carrels, from tools to create art to equipment for advanced scientific research. Of equal importance to the quality of its academic facilities is the College's policy of making them available to all students; even those facilities outside a student's principal interests will enrich her educational experience.

Classrooms

The two primary classroom buildings, Founders Hall and Pendleton Hall, are located in the academic quadrangle. The humanities are taught in Founders and the social sciences in Pendleton East.

Science Center

The Science Center houses the departments of astronomy, biological sciences, chemistry, computer science, geology, mathematics, physics, psychology, and the human performance laboratory. In the Center are the teaching and research laboratories: an extensive array of sophisticated facilities and equipment. Special equipment includes two electron microscopes, two NMR spectrometers, an X-ray diffractometer and argon and dye lasers. There are also environmental rooms, animal quarters, and closed circuit TV.

The Science Center also houses the Science Library, comprised of over 78,000 volumes from five separate departmental collections. Group study rooms, carrels, audiovisual and tutorial rooms, copying equipment and microfilm facilities are under the supervision of a trained science librarian.

Greenhouses

The Margaret C. Ferguson greenhouses, named after an early Wellesley professor of botany, contain more than 1,000 different kinds of plants.

The climate in each of the 14 houses can be controlled separately, providing a range of conditions from temperate to tropical, and includes desert and aquatic habitats. Some highlights of the greenhouses are the diverse collections of ferns and orchids. The greenhouses were completely renovated in 1982-83 to provide better conditions for growing plants, and are now double-glazed for energy conservation. Classrooms in the biological sciences department open directly into the greenhouses, where considerable space is set aside for student and faculty research and for use by the botany classes. The greenhouses and the adjacent 22-acre Botanic Gardens are open to the public throughout the year.

Observatory

The Whitin Observatory contains laboratories, classrooms, darkroom, and the library of the astronomy department. Its research equipment includes a 6-inch, a 12-inch, and a 24-inch telescope. The observatory was a gift of Mrs. John C. Whitin, a former trustee of the College. It was built in 1900, enlarged in 1962 and 1966, and is considered to be an unusually fine facility for undergraduate training in astronomy.

Computer Facilities

Many courses and research projects at Wellesley involve the use of a computer. The College has a DEC-2060 computer which is housed in the Henry David Tishman Computer Laboratory. Computer terminals are located in the Public Terminal Room of the Margaret Clapp Library, in the Science Center, and at various locations in academic buildings.

Jewett Arts Center

The Jewett Arts Center, consists of the Mary Cooper Jewett art wing and the Margaret Weyerhaeuser Jewett music and drama wing. Linking the two buildings is the Wellesley College Museum.

The Museum is open to the general public. It includes a collection of classical, medieval and Renaissance sculpture, old master paintings, prints and drawings, and 20th-century art. In ad-

dition to the permanent collection, many loan exhibitions are presented throughout the academic year.

The art wing consists of the Art Department and Museum offices, classrooms, an extensive library, photography darkrooms, and a print laboratory. The music and theatre wing contains the music library, listening rooms, practice studios, classrooms and offices. A collection of musical instruments of various periods is available to students.

The Jewett Auditorium, a theatre seating 320 persons, was designed for chamber music performances, and is also used for special events. In addition, there are rehearsal rooms and other theatre facilities.

Pendleton West, part of the Jewett Arts Center, contains laboratories, studios, a sculpture foundry, an extension of the Music Library, the choir rehearsal room, and a concert salon.

Margaret Clapp Library

The third enlargement and complete remodeling of the Margaret Clapp Library was finished in 1975. At the center of the modern and functional building is the reference room which distinguished the original building erected in 1910.

The library's holdings contain more than 600,000 volumes and an important collection of public documents. Subscriptions to periodicals number over 2,600. Interlibrary loans through the Boston Consortium of Academic and Research Libraries augment the College's own collections.

The Special Collections include letters, manuscripts, and rare books and the Archives contain materials documenting the history of Wellesley. The language laboratory and a listening room for the collection of spoken and dramatic recordings are in the library. A lecture room is available for meetings.

Child Study Center

The Child Study Center is a preschool and laboratory which serves the College and the neighboring community. It is housed in the Anne L. Page Memorial Building, which was specifically designed in 1913 as a school for young children. Under the direction of the Psychology Department, students and faculty from any discipline can study, observe, conduct approved research, volunteer or assistant teach in classes with children ages 2 to 5. In addition to the observation and testing booths at the Center, there is a Developmental Laboratory at the Science Center; research equipment is available at both locations.

Physical Education Facilities

Classes for all indoor sports and dance are conducted in Mary Hemerway Hall and in the nearby Recreation Building. The latter has game rooms, badminton and squash courts, a swimming pool, a practice dance studio, basketball backboards, volleyball courts, and an athletic training facility. Outdoor water sports center around the boathouse where the canoes, sailboats, and crew shells are kept. Wellesley also maintains a 9-hole golf course, 24 tennis courts, hockey, lacrosse, and soccer fields, and a swimming beach.

Alumnae Hall

The largest auditorium on the campus, seating 1,500 people, is in Alumnae Hall. The Hall also has a large ballroom and houses the Wellesley College Theatre. Visiting lecturers, concert artists, and professional theatre groups often appear there. The building was erected in 1923 and is the gift of Wellesley alumnae.

Chapel

The Houghton Memorial Chapel was presented to Wellesley in 1897 by the son and daughter of William S. Houghton, a former trustee of the College. The chapel's stained glass windows commemorate the founders and others, while a tablet by Daniel Chester French honors Alice Freeman Palmer, Wellesley's second president. The chapel, which seats 1,000 people, is a setting for lectures and community meetings as well as religious services.

Schneider College Center

The center for extracurricular life at the College is Schneider College Center. Its facilities provide lounge areas, a snack bar, meeting rooms, offices for student organizations, a meeting room for Hillel, a kosher kitchen, a student-staffed Info Box, a student-managed Café Hoop, a store and the Wellesley College Radio Station WZLY. It also contains the offices of the Center Coordinator, the Director of Residence, the Chaplain, and an office for the Dean of Students and the Freshman Dean where weekly drop-in office hours are held.

Harambee House and Slater International Center are complementary adjuncts to Schneider.

Harambee House

Harambee House is the cultural and social center for the Black community at Wellesley. Diverse program offerings, which highlight various aspects of Black culture, are open to the College community. Harambee has a growing

library of the history and culture of African and Afro-American peoples and boasts a record library (classical-jazz by Black artists), which is housed in the Jewett Music Library. The House also contains offices for the staff, Ethos (the Black student organization), and *Brown Sister* (a literary magazine), as well as rooms for seminars, meetings, and social gatherings.

Slater International Center

Slater International Center is an informal meeting place for foreign and American students and faculty. The Center serves campus organizations that have an interest in international affairs and helps to sponsor seminars and speakers on international topics. Located in the Center is the Foreign Student Office, where the Foreign Student Advisor handles immigration and counsels students from abroad. Slater Center is the head-quarter for the Slater International Association, providing a place where foreign students may study, cook, entertain, and get to know each other better. In addition, the Center coordinates a peer counseling group of foreign students to help new students make a smooth adjustment to the United States.

Society Houses

There are three society houses for special interest groups. Each house has kitchen and dining facilities, a living room, and other gathering rooms. Members are drawn from all four classes, beginning with second semester freshmen. Shakespeare House is a center for students interested in Shakespearean drama; Tau Zeta Epsilon House is oriented around art and music; and Zeta Alpha House provides a setting for students with an interest in modern drama.

Green Hall

The offices of the president, the board of admission, the deans, and all administrative offices directly affecting the academic and business management of the College are located in Green Hall. The building has large rooms for Academic Council and trustee meetings and class and seminar rooms. Named for Hetty R. Green, the building was erected in 1931.

Infirmary

Simpson Infirmary is a licensed hospital, approved by the American Hospital Association, with an outpatient clinic built in 1942. It is connected to the original infirmary which was built in 1881.

President's House

The President's House, formerly the country estate of Wellesley's founders, Mr. and Mrs. Henry Fowle Durant, is located on a hill just south of the main campus. The spacious lawns border Lake Waban. Remodeled and renovated in 1968, it is frequently the scene of alumnae and trustee gatherings as well as receptions for distinguished visitors, for entering students, and for graduating seniors and their parents.

Wellesley College Club

The Wellesley College Club is a center for faculty, staff, and alumnae. Its reception and dining rooms are open to members, their guests, and parents of students for lunch and dinner and are also used for many special occasions. Overnight accommodations are also available for alumnae and for parents of students and prospective students.

Wellesley College Center for Research on Women

The Center for Research on Women was established in the summer of 1974 by a grant from the Carnegie Corporation and has received support from the Ford Foundation, Time, Inc., and a variety of private foundations, government agencies, corporations, and individuals. The Center conducts policy-oriented studies of women's educational, work, and family needs and examines paid and unpaid work in the context of increasing life choices for both men and women.



Student Life



Student Life

Intellectual growth is only part of the realization of one's talents and abilities. Wellesley College offers many opportunities for a student to develop self-confidence, leadership skills, and

a sense of social responsibility through participation in student organizations and college governance.

On the Wellesley campus many student groups reflect ethnic, social, political, and religious interests. Among the organizations are Alianza, an association of Chicana, American Indian, and Puerto Rican students; Ethos, an organization of Black students; the Asian Association, composed of Asian and Asian-American students; the Women's Alliance, a group interested in feminist issues; and the Nonresident Council. Religious groups such as the Newman Club, the Wellesley Christian Fellowship, Hillel, the Black Christian Fellowship, Canterbury Club, and Christian Scientists offer many programs throughout the year.

Students are also responsible for a number of publications, among them *Wellesley News*, the weekly student newspaper; *Legenda*, the College yearbook; *Brown Sister*, a student publication for and about Third World women; *WRagtime* and the *Galen Stone Review*, literary publications. WZLY, the campus radio station, is operated by an all-student staff.

Sports are a significant part of life at Wellesley. There are ten intercollegiate teams, and numerous opportunities for competition in the intramural program. Other students pursue physical education just for fun, or to stay in shape. Interests range from yoga and fencing to dance and scuba diving. The College has good facilities and Lake Waban, on the campus, is used for water sports and ice skating.

The arts have always been a highly visible part of the Wellesley experience. The College Choir, the Madrigals, the Tupelos, the Collegium Musicum, the Chamber Music Society, the Chapel Choir, the Ethos Choir, the Carilloners Guild, and the MIT Orchestra all offer experiences for students with interests in music. Those inclined toward the theatre can choose among the Wellesley College Theatre, the Experimental Theatre, and the Shakespeare Society.

Life at Wellesley also includes a number of traditional social events. Junior Show, Sophomore Parents' Weekend, Spring Weekend, and International Week are supplemented by frequent informal parties.

Schneider Center, which also has a coffee house, conference rooms, and a student-run store, is the location of community activity. Supplementing the facilities and resources of Schneider are Slater International Center, which is the frequent setting for international events and celebrations, and Harambee House, the social and cultural center of the Black community at Wellesley. Harambee sponsors such events as lectures and dance rehearsals performances, many in conjunction with the Black Studies Department. Lectures and cultural programs are presented also by Alianza, the Asian Association, and Hillel as well.

Student Residences and Resources

Although some students live off campus, most live in one of Wellesley's eighteen residence halls. For resident and nonresident students alike, the College provides the counseling, religious, and health services necessary to ensure the spiritual and medical health of the community.

Residence Halls

The residence halls are the focus of much campus life. Each has a character of its own. Much of the informal learning at Wellesley takes place in spontaneous discussions and debates in the residence halls. The diversity of Wellesley's students, who bring to the College differing life styles and cultural backgrounds, contributes much to this process.

The residence hall system at Wellesley is designed to foster a sense of community, with most of the administration and program planning left to the individuals who live within the community. Within this principle of student self-government, the halls offer many opportunities for residents to assume leadership positions.

The residence experience is also likely to include lectures, faculty, staff and alumnae Guests in Residence, group discussions, dinners with faculty members, and parties. One tradition, initiated in the early years of the College, is Wednesday Tea—an informal occasion which continues to attract many students.

Each residence hall has a professional Head of House, with the exception of Stone, Davis, Simpson, Homestead, Crawford, Freeman, Pomeroy, and Oakwoods, which are staffed by students. The professional or student Heads of House serve as advisors and counselors to individuals and groups in each residence hall and as a liaison to the College community. A student Resident Advisor is situated on each floor and provides assistance to floor residents.

Students in the larger residence halls elect a House Council which administers the day-to-day details of living. The Vice President of Programming and her committee in each hall plan a variety of social, cultural, and educational events throughout the year. Each residence also elects representatives to the Senate, and these students consult with members of the residence hall on campus-wide issues and convey opinions of their constituencies to the student government.

A residential policy committee reviews many aspects of residential life and is developing ways to involve students in all areas of residential policy making. The Residence Office has been working to strengthen the involvement of faculty, staff, and alumnae in residence hall life.

Most of the residence halls contain single rooms, double rooms, and some suites. Incoming freshmen are placed in double rooms. The cost of all rooms is the same, regardless of whether they are shared, and students are required to sign a residence contract. Each hall has a spacious living room, smaller common rooms, and a study room. All but five have dining facilities, and in the remaining halls, facilities are open on a five-day or seven-day basis. There are limited kitchenette facilities in the halls for preparing snacks or for use when entertaining. Each building is equipped with coin-operated washers and dryers.

The College supplies a bed, desk, chair, lamp, bookcase, and bureau for each resident student. Students may rent linen or supply their own. Students supply blankets, quilts, and their own curtains, pictures, rugs, and posters. They clean their own rooms and contribute two or three hours a week answering the telephones and doing other miscellaneous jobs which are scheduled by the student heads of work.

Eighteen residence halls are grouped in three areas of the campus: Bates, Freeman, McAfee, Oakwoods, Simpson, Dower, Homestead, Stone, and Davis are near the Route 16 entrance to the campus; Tower Court, Severance, Crawford House, and Clafin are situated off College Road in the center of the campus; and Shafer, Pomeroy, Cazenove, Beebe, and Munger are located by the Route 135 entrance to the College.

The residence halls vary in size. Most house between 115 and 140 students, while one hall houses approximately 250 students. Four halls house less than 25 students.

Counseling and Advising Resources

The offices of the Dean of Students offer a wide range of counseling and advising services for individuals and groups of students.

Counseling is readily available. Many students feel the need to talk with someone other than friends and roommates about personal matters during their college careers, whether their concerns are large or small, affecting their daily life, or a part of sorting out their sense of purpose or direction.

The College Counseling Service, part of the Stone Center for Developmental Services and Studies, provides short-term counseling and psychotherapy. On the staff are professionals who have an interest in individual and group counseling and in the prevention of problems. They are trained in a variety of fields including psychiatry, psychology, and psychiatric social work. Long-term psychotherapy is not provided at the College, but the resources for such treatment are readily available in the Greater Boston area. The counseling service can help students locate appropriate long-term therapists. *Complete professional confidentiality is maintained at all times.*

Members of the staff of the Dean of Students are available to discuss personal and academic concerns with students. They include the Residence Office staff, Heads of House and student staff in residence halls, the Nonresident Advisor, the student activities staff in Schneider College Center, Harambee House, Slater International Center, and the Chaplain and religious groups advisors.

Religious Resources

Wellesley seeks to respond sensitively to a variety of religious traditions. The College encourages independent religious involvement on the part of its students.

The College Chaplaincy offers diverse religious, personal growth, and social action programs as well as service opportunities. The Chaplain and other members of the Chaplaincy staff are regularly available for religious and personal counseling.

The Chaplain also officiates at regular Sunday morning worship, an ecumenically oriented Protestant service in Houghton Memorial Chapel with guest preachers invited once a month.

Catholic masses are offered on campus on Sundays, as well as a number of other programs sponsored by the Newman Catholic Ministry.

Jewish students will find a varied program including high holiday services and a kosher meal plan. Schneider Center houses a Hillel room and kosher kitchen facilities.

Attendance at all worship services is open and voluntary. Many activities are also sponsored by other religious groups on campus.

College Health Service

The services of the College physicians and nurses are available at Simpson Infirmary which includes a licensed hospital and an outpatient clinic. Regular full-time students and part-time Continuing Education students who carry three or more courses are eligible for care. There is no health fee. Appropriate charges are made for inpatient care (medical, surgical, or psychiatric). These services are usually covered by insurance. There are no charges for outpatient treatment except laboratory studies, elective examinations or procedures, immunizations and treatment of pre-existing or ongoing conditions. A College-sponsored student insurance plan is available. Consultation with specialists in all fields is readily available both locally and in Boston. Financial responsibility for these consultations rests with the student, parents, or their health insurers.

Besides the usual care given by College Health Services, members of the staff establish programs to expand the use of the health services and arrange special programs in response to student interests.

The confidentiality of the doctor-patient relationship is carefully preserved. *College medical personnel will not share any medical information concerning a student with any College authorities, or with the parents of students, without the*

written consent of the student. It may be necessary to disclose minimal information to insurance companies for verification of medical claims. Students are required to enroll in the College Student Health Insurance Plan unless they have equivalent coverage.

Parents are requested to sign a statement authorizing the College to proceed with appropriate treatment in the case of serious illness or emergency in the event they cannot be reached by telephone.

Student Government

Throughout its history the College has based its policies regarding student life upon the concepts of personal integrity, respect for individual rights, and student self-government. The rules and procedures governing student life reflect these concepts, and are designed chiefly to ensure the privacy and safety of individuals. Legislation concerning all aspects of Wellesley community life is contained in the *Articles of Government, copies of which are available to all students.*

Honor Code

Inherent in Wellesley's system of democratic government, and its accompanying law, is the honor code. As the vital foundation of government, the honor code rests on the assumption that individual integrity is of fundamental value to each member of the community. Within the philosophy of self-government, the personal honor and responsibility of each individual as he or she approaches both the regulated and non-regulated areas of academic, social, and residence hall life in the Wellesley community are of central importance.

The honor code covers all duly adopted rules of the College for the government of academic work, for the use of college resources and for the special conduct of its members. Each student—degree candidate, exchange student, and special student—is bound by all the rules.

Each student is expected to live up to the honor code, as a member of the student body of Wellesley College both on and off the campus. She should also remember that she is subject to federal, state, and local laws which are beyond the jurisdiction of Wellesley College.

The honor code can work only with full support among all members of the College community. In addition to upholding the regulations

and spirit of the honor code personally, both students and faculty are responsible for the success of the system. This includes guarding against and, if necessary, reporting any inadvertent or intentional abuses of the honor code by any member of the community.

College Government

Most of the legislation and regulations guiding student life is enacted and administered by the student College Government, of which all students are members. Responsibilities delegated by the Board of Trustees to the College Government include governance of all student organizations, appointment of students to College committees, allocation of student activities monies, and administration of the Honor Code and judicial process. Many of these responsibilities are assumed by Senate, the elected legislative body of College Government, which also provides the official representative voice of the student body.

Serious violations of the Honor Code are adjudicated through the student Judicial System. Three separate branches of the Judicial System address infractions of residence hall violations, violations of academic principles, and the appeal process.

Confidentiality of Student Records

Maintenance of the confidentiality of individual student educational records has been and continues to be important at Wellesley, as is a concern for the accuracy of each record. Under the provisions of the federal Family Educational Rights and Privacy Act of 1974, every Wellesley student is assured the right to inspect and review all college records, files, and data directly related to her, with certain exceptions such as medical and psychiatric records, confidential recommendations submitted before January 1, 1975, records to which the student has waived her right of access, and financial records of the student's parents. The student may also seek a correction or deletion where a record is felt to be inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. The Privacy Act also protects the privacy of personally identifiable information maintained in student records by prohibiting the release of such information (other than those facts defined below as "Directory Information") without the written consent of the student, except to persons such as officials or teachers within the College who have a legitimate educational interest in seeing the in-

formation, officials of other institutions in which the student seeks to enroll, the student's parents if the student is a dependent for tax purposes, and certain other persons and organizations.

The final regulations for the Act make clear that, in the case of students who are dependents of their parents for Internal Revenue Service purposes, information from the education records of the student may be disclosed to the parents without the student's prior consent. It will be assumed that every student is a dependent of her parents, as defined by the Internal Revenue Code, unless notification to the contrary with supporting evidence satisfactory to the College is filed in writing with the Registrar by October 1 of each academic year.

Copies of the Privacy Act, the regulations therein and the "Wellesley College Guidelines on Student Records" are available on request from the Office of the Dean of Students. Students wishing to inspect a record should apply directly to the office involved. Complaints concerning alleged noncompliance by the College with the Privacy Act, which are not satisfactorily resolved by the College itself, may be addressed in writing to the Family Educational Rights and Privacy Act Office, Department of Education, 550 Independence Avenue, S.W., Washington, D.C. 20201.

Directory Information

The Privacy Act gives to Wellesley the right to make public at its discretion, without prior authorization from the individual student, the following personally identifiable information: name; class year; home address and telephone number; college address and telephone number; major field; date and place of birth; dates of attendance at Wellesley College; degrees, honors and awards received; weight and height of student athletes; participation in officially recognized sports and activities; previous educational institution most recently attended.

The Privacy Act also allows individual students to place limitations on the release of any of the above information. A student who wishes to do this must file a special form with the Registrar, Green Hall, each year by July 1 for the following academic year.

In practice, College policies discourage the indiscriminate release of any information about individual students. College directories and lists are for use within the College community itself.

Career Services

The Center for Women's Careers provides a complete range of services, and students are encouraged to maintain contact with the Office throughout their time at Wellesley. All services are available to alumnae.

The Resource Center, open Monday through Friday, 10:00 a.m. to 4:30 p.m., houses information on specific professions and career options, graduate and professional study, entrance examination requirements, and opportunities for work and study abroad.

The Center for Women's Careers maintains a file of alumnae who are willing to talk to students about their graduate study and/or career experience. The Center also sponsors a wide variety of programs that bring alumnae back to the campus to discuss their personal and professional working lives.

Counseling

During the school year, there is a counselor available in the front office each day to answer career-related questions on a drop-in basis. Group and individual counseling sessions are also offered. The Center gives workshops on career goal setting, resume writing, and applying to graduate and professional schools. These workshops take a variety of forms, from simple discussion to role playing and group critique. Vocational interest inventories are also available.

Recruiting

The Center for Women's Careers arranges interviews with recruiters from over 60 companies. Students are notified of impending visits by postings in the Center, in the *Weekly Bulletin* and in the *Career Planning News*, and are advised to consult with a career counselor prior to the interview.

Job Notices

Job notebooks are maintained by the Center staff and are open to all students and alumnae. Notices of job openings are filed in these notebooks as they are received by the Center. A job bulletin newsletter is sent to alumnae upon request.

Graduate Schools

Students seeking information on the academic programs at specific graduate and professional schools should speak with their academic advisors and members of the faculty as well as career counselors. The Center for Women's Careers provides complete assistance and materials for application to graduate school, including graduate school and professional school examinations, application forms, copies of recommendations solicited by the students but maintained on file at the Center, and advice on completing graduate school applications.

Internships

The Center for Women's Careers is the clearinghouse for information concerning all internships and can direct students to the appropriate faculty members for those programs administered by college academic departments. All internships require early application and considerable planning; students interested in internships should consult a counselor well in advance.

Scholarships and Fellowships

The Center provides information and assistance on a wide variety of scholarships and fellowships, some for very specific institutions or fields of interest, and others with more general application. A full listing and description of scholarships and fellowships is maintained in the Resource Center.

Recommendations

All students are encouraged to build a reference file; all references will be forwarded to schools and employers upon request. In addition to recommendations from faculty, students should consider obtaining references from summer employers, from responsible individuals with whom the student has worked on internships or special programs, and from faculty members at schools she attends on exchange programs. The Center provides standard recommendation forms acceptable to graduate schools and employers unless forms are provided in application materials.



Admission



Admission

The Board of Admission chooses students who will benefit from and contribute to the type of education offered at Wellesley and be able to meet the standards for graduation from the College. Consideration is given to creativity and high motivation as well as strong academic potential.

The Board of Admission considers each application on its merits and does not discriminate on the basis of race, religion, color, creed, or national origin. In accordance with its desire to maintain diversity in its student body, Wellesley College encourages applications from qualified students who come from a wide variety of cultural, economic, and ethnic backgrounds.

The Board of Admission at Wellesley is composed of representatives of the faculty, the administration, and the students. In selecting the candidates who will comprise the student body, the Board of Admission considers a number of factors: high school records, rank in class,

scholastic aptitude and achievement test scores, letters of recommendation from teachers and guidance counselors or principals, the student's own statements about herself and her activities, and the interview reports of the staff or alumnae. The Board of Admission values evidence of unusual talent and involvement in all areas of academic and social concern.

Each application is evaluated with care. The admission decision is never made on the basis of a single factor. For instance, the Board recognizes that standardized tests do not measure motivation or creativity and that scores may be influenced by the student's experience with time examinations. Each part of the application, however, contributes to a well rounded appraisal of a student's strengths and is useful in attempting to predict whether Wellesley would be the right place for her to continue her education.

Criteria for Admission

General Requirements for Freshman Applicants

Wellesley College does not require a fixed plan of secondary school courses as preparation for its program of studies. However, entering students normally have completed four years of strong college preparatory studies in secondary school. Adequate preparation includes training in clear and coherent writing and in interpreting literature, training in the principles of mathematics (usually a minimum of three years), competence in at least one foreign language, ancient or modern (usually achieved through three or four years of study), and experience in at least one laboratory science and in history.

Students planning to concentrate in mathematics, in premedical studies, or in the natural sciences are urged to elect additional courses in mathematics and science in secondary school. Students planning to concentrate in language or literature are urged to study a modern foreign language and Latin or Greek before they enter college.

There are often exceptions to the preparation suggested here, and the Board will consider an

applicant whose educational background varies from this general description.

The Application

Application forms may be obtained from the Board of Admission. A nonrefundable fee of \$30 must accompany the formal application. If the application fee imposes a burden on the family's finances, a letter from the applicant's guidance counselor requesting a fee waiver should be sent to the Director of Admission with the application for admission.

The Interview

A personal interview is required of each applicant. If it is not possible for a candidate to come to the College for an interview, she should write to the Board of Admission or use the form provided in the application to request the name of an alumna interviewer in the candidate's local area. A high school junior just beginning to think about colleges may arrange for an informal conversation with an alumna or member of the Board. The Board of Admission is closed for interviews from February 15 to April 1; however, tours will still be given by student guides during this time.

Campus Visit

Students who are seriously considering Wellesley will have a better understanding of student life

at Wellesley if they can arrange to spend a day on campus. Candidates are welcome to attend classes, eat in the residence halls, and talk informally with Wellesley students. Prospective students who plan to spend some time exploring the College are urged to notify the Board of Admission in advance so that tours, interviews, meals, and attendance at classes can be arranged before arrival on campus. Overnights in the residence halls can also be arranged for high school seniors.

College Entrance Examination Board Tests

The Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board (CEEB) are required of all applicants for admission. One Achievement Test must be the English Composition or English Composition with Essay Test.

Each applicant is responsible for arranging to take the tests and for requesting CEEB to send to Wellesley College the results of all tests taken. CEEB sends its publications and the registration forms necessary to apply for the tests to all American secondary schools and many centers abroad. The applicant may obtain the registration form at school, or may obtain it by writing directly to CEEB, Box 692, Princeton, New Jersey 08540; or in western United States, western Canada, Australia, Mexico, or the Pacific Islands, to CEEB, Box 1025, Berkeley, California 94701.

It is necessary to register with CEEB approximately six weeks before the test dates; however, limited walk-in registration may be available at some test centers.

Either the SAT or three Achievement Tests may be taken on any of the following dates, but it is not possible to take both the SAT and the Achievement Tests on the same day, so students must select and register for two different test dates. The latest test date from which scores can be used for admission in September, 1984 is January 28, 1984.

The CEEB Code Number for Wellesley College is 3957

Dates of CEEB Tests

November 5, 1983

December 3, 1983

*January 28, 1984

**April 7, 1984 (SAT only)

May 5, 1984

June 2, 1984

*In New York: ACH only

**Not held in New York

In addition, on October 15, 1983 the SAT only is offered in California, Florida, Georgia, Illinois, North Carolina, South Carolina and Texas. The English Composition with Essay Test is offered only on the December 3, 1983 test date.

Admission Plans

Students may apply to Wellesley under several admission plans. Most applicants use the Regular Decision or Early Evaluation plans, but for students with special considerations or with particularly strong high school records there are plans for early decision and early admission. Each plan has specific guidelines and deadlines.

Regular Decision

A candidate who uses the regular plan of admission must file an application by February 1 of the year for which she is applying. Applicants will be notified of the Board of Admission's decisions in mid-April. Applicants for regular admission may take Scholastic Aptitude Tests and Achievement Tests any time through January of the senior year. It is preferred, however, that students take these tests before the January test date to insure that scores will arrive well before the Board of Admission begins to review records.

Results of tests taken after January arrive too late for consideration by the Board of Admission.

Early Decision

This plan is intended for those students with strong high school records who have selected Wellesley as their first choice college by the fall of the senior year. Candidates under this plan may initiate applications at other colleges, but they agree to make only one Early Decision application, and if admitted under Early Decision, they must then withdraw all other applications.

Candidates who wish Early Decision must submit Part I of the application by November 1 and indicate that they want to be considered under the Early Decision Plan. Although CEEB tests taken through the November 5, 1983 test date may be used, it is preferred that students complete the appropriate tests by the end of the junior year. All supporting credentials and an interview must be completed by November 15. Decisions on admission and financial aid will be mailed no later than mid-December.

Early Evaluation

Candidates whose credentials are complete by January 1, and **who request it** by checking the

appropriate box of the application form, will receive an Early Evaluation of their chances of admission. These evaluations will be sent by the end of February. Candidates will receive the final decision from the Board of Admission in mid-April.

Early Admission

The College considers applications from candidates who plan to enter college after completing three years of high school and who have demonstrated academic strength and personal and social maturity. These candidates are considered for admission along with other applicants for the Regular Decision Plan. They are requested to identify themselves as Early Admission applicants in their correspondence with the Board of Admission. It is preferable that these candidates have their interviews at the College if distance permits. Early Admission candidates are not eligible for Early Decision or Early Evaluation. In all other respects they follow the regular procedures for the Regular Decision Plan.

Deferred Entrance

Application for admission is made for a stated year; however, it is possible to change the intended date of entrance if a written request is sent before the Board of Admission takes formal action on the application. Students who complete their applications and are admitted and who then wish to defer entrance to the freshman class for one year should accept the offer of admission by May 1, and at the same time request a year's deferral. Students who attend another American college full-time during the year between high school and their entrance to Wellesley are not considered deferred students, but must reapply for entrance as transfers. Ordinarily, transfer students may not defer entrance to the following semester or year.

United States Citizens Living Abroad

For U.S. citizens living in other countries the entrance requirements and procedures for making application are the same as for applicants within the United States. U.S. citizens who have been educated exclusively in foreign school systems follow the same application procedures as foreign students.

Foreign and Transfer Students

Through the years Wellesley has sought and benefited from a large body of foreign students on campus. The College also seeks highly qualified transfer students who believe that Wellesley's special opportunities will help them to achieve specific goals. For foreign and transfer students there are some additional and different application procedures and deadlines.

Foreign Students

The College welcomes applications from citizens of other countries who have excellent secondary school records and are completing the university entrance requirements of their own countries. Foreign students must apply by January 15 of the year in which the student plans to enter the College. Admission is for September entrance only. There is no application fee for foreign students living outside of the United States. Foreign students cannot apply under Early Decision, Early Evaluation, or Early Admission. Specific instructions for foreign students wishing to apply to Wellesley are contained in the brochure, *For Foreign Students*, which may be obtained by writing to the Board of Admission. Letters of inquiry should include the student's age, country of citizenship, present school, and academic level.

Admission of Transfer Students

Wellesley College accepts transfer students from accredited four and two year colleges. They must offer an excellent academic record at the college level and strong recommendations from their deans and instructors. Scholastic Aptitude Tests are required of Transfer applicants. Incoming sophomores and juniors are eligible to apply for entrance in either the first or second semester. Applications for transfer in the middle of the freshman year are discouraged. Students wishing to transfer into Wellesley should make application by February 1 for entrance in the fall semester, and before November 15 for entrance in the spring semester, on forms which may be obtained from the Board of Admission. Notification is in mid-April and late December, respectively. The preliminary application forms should be returned with a nonrefundable registration fee of \$30, or a fee waiver request authorized by a financial aid officer or college dean; the rest of the application forms will be sent upon receipt of these items.

The College will accept for credit only those courses which are comparable to courses offered in the liberal arts curriculum at Wellesley. Candidates accepted for transfer will be given a tentative evaluation of their credit status at the time of admission. Transfer credit for studies completed in foreign countries will be granted only when the Registrar has given specific approval of the courses elected and the institutions granting the credit.

To receive a Wellesley degree, a transfer student must complete a minimum of 16 units of work and two academic years at the College. A Wellesley unit is equivalent to four semester hours and some transfer students may need to carry more than the usual four courses per semester in order to complete their degree requirements within four years. Wellesley College has no summer school and courses done independently during the summer may not be

counted toward the 16 units required. Incoming juniors, in particular, should be aware that Wellesley requires evidence of proficiency in one foreign language before the beginning of the senior year. In addition, all transfer students should note Wellesley's course distribution requirements which must be fulfilled for graduation. These requirements are described on p. 34 of this catalog.

Incoming junior transfer students may not take part in the Twelve College Exchange Program or Junior Year Abroad. All transfer students may elect to take courses through the cross registration program with MIT after they have completed one semester of study at Wellesley. Candidates who are older than the usual undergraduate age and whose educations have been interrupted for several years prior to the date of application, may wish to consult the Office of Continuing Education.

SUMMARY OF STUDENTS, 1982-83

	Resident	Non-resident	Class Totals	Totals
Candidates for the B.A. degree				2,179
Seniors	489	44	533	
Juniors	373	32	405	
Sophomores	548	12	560	
Freshmen	550	9	559	
Continuing Education Students		122	122	
Nondegree Candidates	31	6		37
Special Students	1	45		46
Total Registration September 1982				2,262

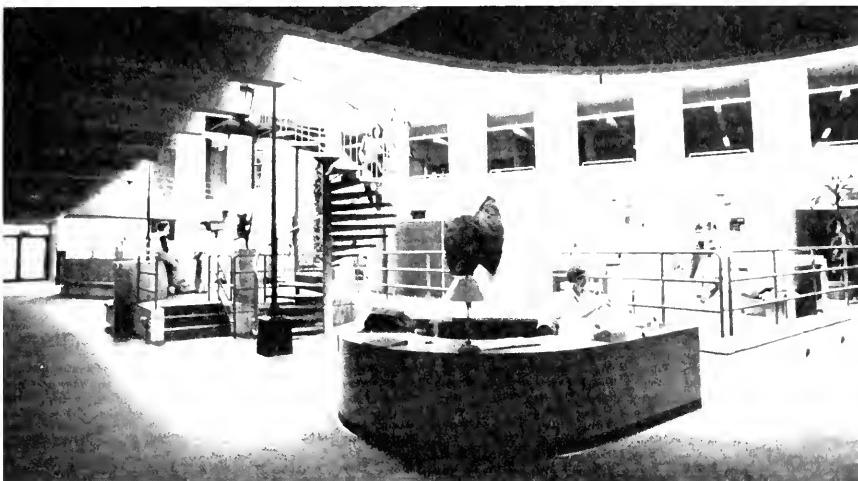
GEOGRAPHIC DISTRIBUTION OF STUDENTS IN 1982-83

Students from the United States and Outlying Areas

Alabama	3
Arizona	10
Arkansas	4
California	121
Colorado	17
Connecticut	124
Delaware	9
District of Columbia	18
Florida	59
Georgia	12
Hawaii	9
Idaho	1
Illinois	56
Indiana	16
Iowa	4
Kansas	10
Kentucky	15
Louisiana	14
Maine	26
Maryland	67
Massachusetts	580
Michigan	23
Minnesota	16
Mississippi	1
Missouri	7
Montana	2
Nebraska	4
Nevada	1
New Hampshire	27
New Jersey	147
New Mexico	5
New York	273
North Carolina	18
Ohio	47
Oklahoma	3
Oregon	10
Pennsylvania	74
Rhode Island	17
South Carolina	9
South Dakota	1
Tennessee	3
Texas	43
Utah	2
Vermont	16
Virgin Islands	1
Virginia	44
Washington	24
West Virginia	5
Wisconsin	14
Wyoming	2
Puerto Rico	14
Total	2,028

Students from Other Countries

	U.S. Citizens		U.S. Citizens		
	Foreign Citizens	Living Abroad	Foreign Citizens		
Argentina	1		Taiwan	4	1
Australia	1		Trinidad	1	
Austria	1		Uganda	2	
Bangladesh	3		U.S.S.R.	1	
Belgium	1	1	Venezuela	3	1
Brazil		1	Vietnam	5	
Cambodia	1		West Germany	4	
Canada	7	4	Yugoslavia	1	
China, People's Rep. of	12		Zambia	1	
Colombia	4				
Costa Rica	2				
Cyprus	2				
Dominican Republic	3		Total	204	30
England	10	4			
Ethiopia	1				
France	5	2			
Ghana	2				
Greece	4				
Guatemala	2				
Guyana	2				
Haiti	2				
Hong Kong	6	2			
India	12				
Iran	4				
Israel	2				
Italy	4				
Jamaica	4				
Japan	11	2			
Jordan	1				
Kenya	2				
Korea	23	2			
Lebanon	3				
Malaysia	5				
Mauritius	1				
Mexico	1				
Nepal	1				
Netherlands	1	1			
Nicaragua	4				
Norway	1	1			
Pakistan	2				
Panama	3	1			
Peru	4	1			
Philippines	7				
Poland	1				
Portugal	1				
Saudi Arabia		2			
Singapore		1			
South Africa	2				
Spain	6	1			
Sweden	2				
Switzerland	1	2			



Costs & Financial Aid



Costs

The cost of an excellent education is high, both at Wellesley and other comparable institutions. To assist students and their families in meeting these costs, Wellesley offers a variety of payment plans. At the same time through financial aid the College is currently able to make its educational opportunities open to all its

regular U.S. students regardless of their financial circumstances. The amount and kind of financial assistance is determined solely by financial need. At present, there is only limited financial aid available to Continuing Education students and foreign students.

Fees and Expenses

At Wellesley the fee represents approximately 60% of the educational cost to the College for each student. In past years the difference has been made up from gifts and income earned on endowment funds.

Annual Fee

The fee for the academic year 1983-84 is \$11,890. In addition, there is a student activity fee of \$80 and a fee of \$185 for the student health insurance program. The breakdown is as follows:

	Resident Plans		Non-resident
	21 Meals*	14 Meals	
Tuition	\$ 8,550	\$ 8,550	\$8,550
Room	1,500	1,500	
Board	1,840	1,640	
Student activity fee	80	80	80
Student Health Insurance Program	185	185	185
	\$12,155	\$11,955	\$8,815

*Freshmen are required to take the 21 Meal Plan.

A kosher meal plan is available to all resident students. It includes kosher dinners five days a week and is served in one residence hall. The additional charge for this plan is \$180 per year. In addition to the fees payable to the College, a student should count on approximately \$800 for books, supplies, and personal expenses. Some students spend more and some spend less.

Student Activity Fee

The purpose of the student activity fee of \$80 is to provide resources from which the student government organization can plan and implement the programs of student activities sponsored by various clubs and organizations on campus. Of this fee, \$10 is allocated for the payment of the student's annual subscription for *The Wellesley News*.

Tuition Reservation Fee

A fee of \$250 reserves a place in the College for the student. It is due February 1 for Early Decision students and May 1 for all other entering students, and annually on June 1 for returning students. It is included in the annual fee of \$11,890.

General Deposit

A general deposit of \$100 is paid by each entering student. The deposit is refunded after graduation or withdrawal and after deducting any unpaid charges, fees, or fines.

Room Retainer Fee

Returning resident students must submit \$200 to the Bursar by March 1 to reserve a room for the following year. This \$200 fee is applied against room and board charges for the following year. A student who is on leave the first semester and wishes to have a room reserved for the second semester must submit \$200 to the Bursar by November 1. The fee will be applied against room and board charges for the second semester.

Special Fees and Expenses

These include, but are not limited to, the following:

Certain special fees and expenses listed in departmental descriptions, e.g., the cost of instrumental and vocal lessons given on p. .

A fee for each unit of work taken for credit in excess of five in any semester: \$1,069.

A fee for each unit of work done independently during the summer: 50% of the tuition cost per course.

A fee for each examination for credit during the summer: 50% of the tuition cost per course.

An automobile parking fee per semester: \$30 for each semester, or \$60 for the year if purchased in September.

All fees, with the exception of tuition, room, board and activity fees, are subject to change without notice.

Payment for Students on Financial Aid

Except for the reservation fee, grants and loans are usually applied equally by semester against all tuition, and room and board payments for the year. The remaining financial obligation must be paid in accordance with one of the approved plans. Students on financial aid who have difficulty meeting the scheduled payments should consult the financial aid office.

Student Health Program

Information concerning student medical insurance is sent to all parents by the Bursar. Because of the high cost of medical care, parents are required to subscribe to the Wellesley College Student Health Plan or to provide equivalent coverage, especially since Wellesley College does not assume financial responsibility for injuries incurred in instructional, intercollegiate, intramural, or recreational programs under the auspices of the Department of Physical Education and Athletics. Full-time Continuing Education students are also required to have coverage if they plan to use the College Health Service. Continuing Education students carrying less than three courses per semester are not eligible for infirmary care or insurance.

The insurance costs are \$92.50 per semester, and provide coverage for the period September 1–August 31. Students subscribing to the College's Student Health Program will not be billed for services at the Infirmary.

Students entering Wellesley College at the beginning of the second semester—transfers, Twelve College Exchange students—and students who are ineligible for their parents' insurance due to age requirements are eligible for enrollment for the second half of the year.

Parent Loan Plan

Wellesley offers a Parent Loan Plan to enable parents whose combined income is not more than \$100,000 annually to extend the loan for educational expenses beyond four years. Wellesley provides funds for loans at an interest rate lower than is generally available commercially. The current rate is 12%. Monthly payments begin at the time a student enrolls and extend over a period of six to eight years. Details can be obtained from the Business Affairs Office.

Refund Policy

Refunds of prepaid tuition, reservation and other fees and room and board charges will be allowed for withdrawal or leave of absence prior to the midpoint of the semester. In computing refunds, such prepayment will be prorated on a weekly basis, except that \$100 will be withheld

to cover administrative costs. No refunds will be made for withdrawal or leave of absence after the semester midpoint. The date of withdrawal shall be the date on which the student notifies the Registrar of withdrawal in writing, or the date on which the College determines that the student has withdrawn, whichever is earlier. Admissions candidates must notify the Director of Admission of withdrawal. Refunds will be made within 40 days after withdrawal and will be prorated among the sources of original prepayment. Wellesley College grants are not subject to refund to the student.

Continuing Education Fees

The basic fee for a Continuing Education student is \$1,069 per semester course, payable August 1 for the fall semester and January 15 for the spring semester. Continuing Education students taking four units of credit a semester may take a fifth unit at no charge. A \$10 student activity fee will be charged on a per unit basis with a maximum of \$40 per semester. Continuing Education applicants pay the nonrefundable \$25 application fee as do all other students. There is also a nonrefundable registration fee of \$25, payable when the student is accepted.

A Continuing Education student who withdraws from a course is entitled to tuition refunds as follows: a full refund of prepaid tuition charges and student activity fee will be allowed for withdrawal from courses during the first two weeks of classes. Thereafter, refunds will be prorated on a weekly basis until the midpoint of the semester. No refunds will be made for withdrawal after the semester midpoint. The date of withdrawal shall be the date on which the student notifies the Office of Continuing Education of withdrawal in writing, or the date on which the College determines that the student has withdrawn, whichever is earlier. Refunds will be made within 40 days after withdrawal and will be prorated among the sources of original prepayment. Wellesley College grants are not subject to refund to the student.

Payment Plans

All fees must be paid in accordance with the specified plans before the student can begin or continue attendance, and all financial obligations to the College must be discharged before the degree is awarded. Interest of 1 1/2% a month may be charged on all accounts not paid in full by the due date. Degrees and official manuscripts will be held until all financial obligations are satisfied. Detailed descriptions of plans are sent by the Bursar to the parents of entering students and to others on request.

Payment Plans

SEMESTER PLAN*

	Resident Plans		Non-resident	Early Decision Due	Regular Decision Due	Returning Students Due
	21 Meals Amount	14 Meals Amount	Amount			
Tuition Reservation fee	\$ 250	\$ 250	\$ 250	Feb. 1	May 1	June 1
General deposit for entering students	100	100	100	Feb. 1	May 1	
Room retainer fee for returning students	200	200				March 1
First semester fee for entering students	5,827.50*	5,727.50*	4,157.50*	Aug. 1	Aug. 1	
First semester fee for returning students	5,627.50*	5,527.50*	4,157.50*			Aug. 1
Second semester fee	6,077.50	5,977.50	4,407.50	Jan. 15	Jan. 15	Jan. 15

TEN-PAYMENT PLAN* (Available only for a complete academic year.

Payments begin July 1 and end April 1. A contract will be mailed to participants.)

	Resident Plans		Non-resident	Early Decision Due	Regular Decision Due	Returning Students Due
	21 Meals Amount	14 Meals Amount	Amount			
Tuition Reservation fee	\$ 250	\$ 250	\$ 250	Feb. 1	May 1	June 1
General deposit for entering students	100	100	100	Feb. 1	May 1	
Room retainer fee for returning students	200	200				March 1
Ten equal payments on the first day of each month for entering students**	11,905*	11,705*	8,565*	July 1 through Apr. 1	July 1 through Apr. 1	
Ten equal payments on the first day of each month for returning students**	11,705*	11,505*	8,565*			July 1 through Apr. 1

*Amount will be adjusted if Health Insurance Program is waived.

Interest at an **Annual Rate of 8% will also be charged.

Examples of the interest charge are as follows:

Amount to be Financed	Interest Charge	Annual % Rate
\$10,950	\$405.15	8%
6,000	222.00	8%
4,000	148.00	8%
2,000	74.00	8%

Financial Aid

The Wellesley College program of financial aid opens educational opportunities to able students of diverse backgrounds, regardless of their financial resources. No entering freshman student should be discouraged from applying to Wellesley because of the need for financial aid. At Wellesley, admission decisions

are made without regard for financial need, and only after a student is admitted does the Financial Aid staff determine the amount of aid she will require. Approximately 65% of all Wellesley students receive aid from some source, 42% receive financial aid based on need from the College.

At Wellesley College financial aid is given solely because of demonstrated need. Amounts vary in size according to the resources of the individual and her family, and may equal or exceed the comprehensive College fee. Although aid is generally granted for one year at a time, the College expects to continue aid as needed throughout the student's four years, provided funds are available.

Determination of the amount of aid begins with examination of family financial resources. Using a national system of need analysis the Financial Aid staff establishes the amount the parents can reasonably be expected to contribute. The staff next looks at the amount the student herself—with summer earnings and a portion of accumulated savings and benefits—can contribute. The total of the parents' and the student's contributions is then subtracted from the student's budget which is comprised of the College fees, an \$800 book and personal allowance, and two low-cost round trips from her home state to Massachusetts. The remainder, which equals the "financial need" of the student, is awarded as aid.

Evaluations of all students' records are made at the end of each semester by the Academic Review Board. Eligibility for financial aid may be terminated or reinstated at each evaluation period. Records are maintained by the Academic Review Board. If a student is permitted to return to the College, the Academic Review Board has judged that she is making adequate progress toward the degree. No credit is associated with course incompleteness, course withdrawal, noncredit remedial courses or course repetition; therefore, these courses are not considered in progress toward the degree.

Under normal circumstances, a full-time undergraduate student completes the requirements for the B.A. degree in eight semesters. A student may submit an appeal to the Academic Review Board for additional time. The Academic Review Board will consider special circumstances and may grant up to 10 semesters for a full-time student or up to 14 semesters for a part-time student. A student may request financial

aid for semesters beyond the usual eight which have been approved by the Academic Review Board.

Most financial aid packages are a combination of three types of aid: work, loans, and grants.

Loans

The first portion of a student's financial aid, approximately \$2,100, is met through low-cost loans. There are several kinds of loans available with different interest rates. In most cases a student is required first to apply for a Student Guaranteed Loan from a lending institution in her local area; the federal government allows colleges to be only the lender of last resort.

Repayment of Loans from the College

A student who has received a loan from the College has the obligation to repay the loan after withdrawal or graduation. Before she leaves the College she should make arrangements for an exit interview with the Bursar. At that time she will be notified of her responsibilities regarding the loan and will be given a repayment schedule.

Work

The next portion of aid is met through jobs on and off campus, generally as part of federal Work-Study programs. Students are expected to devote no more than six hours a week to their jobs, earning approximately \$750 a year.

Over 70% of Wellesley College students work on or off campus. The Office of Financial Aid is the center for student employment, a service open to all students, whether they are receiving aid or not. Financial aid students receive priority for on-campus jobs such as office work in academic and administrative departments. Off campus, students have worked in offices, stores, and restaurants.

Grants

The remaining portion of the student need is awarded in grants, by the College from its own resources or from the federal government through the Federal Supplementary Educational

Opportunity Grants Program or from outside agencies.

Students who are eligible for other federal or state grants are required to apply; if the student does not apply, the College reduces her grant by the amount she would have received. In addition, whenever possible, students should seek grants from local programs, from educational foundations, and from other private sources.

Town Tuition Grants

Wellesley College offers ten Town Tuition Grants to residents of the Town of Wellesley who qualify for admission and whose parents or guardian live in the town. These students may live at home or on campus. Those who choose to live on campus may apply to the College for financial aid, and their applications will be reviewed in light of the same financial aid considerations presently applicable to all Wellesley students.

Financial Aid for Transfers and Continuing Education Students

Financial aid funds are available to assist a limited number of Transfer and Continuing Education students. Those students with demonstrated need will be eligible to receive aid for the number of semesters determined by the Registrar as necessary for degree completion. If a transfer student does not receive a grant upon admission to the College, she will not qualify for a grant while she is at the College. It is possible, however, that she may receive work study or loans.

Assistance for Families Not Eligible for Aid

Wellesley has special concern for the growing number of middle and upper income families who find it difficult to finance their daughters' education through current income. The services of the Office of Financial Aid are designed to assist all families, regardless of the need for aid.

For those families not eligible for aid, the College will assist in several ways. First, Wellesley will help any student find a job, on or off campus. Second, the College will furnish information and advice on obtaining a Student Guaranteed Loan (every state in the country has such a program) or a Parent Loan for Undergraduate Students (P.L.U.S., also called A.L.A.S. in some states). Third, two new payment programs, the Insured Tuition Payment Plan, a monthly prepayment plan, and the Parent Loan Plan, in which the parents, not the students, obtain loans, are being offered by the College.

For Further Information

Detailed information on all the material summarized here is available in a booklet entitled *Financial Aid at Wellesley*. This booklet is sent to every student who requests this information.

Applying for Financial Aid

Each registered applicant for admission who is applying for financial aid must file three forms: the Wellesley College Application for Financial Aid, the Financial Aid Form of the College Scholarship Service, and signed copies of all pages and schedules of the latest federal income tax return.

Application Form

The Wellesley College Application for Financial Aid should be returned to the Director of Financial Aid, Box FA, Wellesley College, by November 1 from Early Decision applicants; February 1 from Regular Decision applicants and fall semester transfer applicants; and November 15 from spring semester transfer applicants.

Financial Aid Form

This form is available in secondary schools, or may be obtained by writing to the College Scholarship Service, Box 176, Princeton, New Jersey 08540; or Box 1025, Berkeley, California 94701. A copy can also be provided by the Director of Financial Aid if specifically requested by an applicant. The Financial Aid Form should be filed with the College Scholarship Service which will then forward a copy for confidential use to the college or colleges indicated on the form.

The Financial Aid Form must be filed by February 1 from Regular Decision applicants; February 1 from fall semester transfer applicants; and November 15 from spring semester transfer applicants. From Early Decision applicants, a special financial aid form, the FAF Early Version, available from the Financial Aid Office must be filed by November 15; Early Decision applicants should also file the 1984-85 Financial Aid Form of the College Scholarship Service by February 1.

Federal Income Tax Return

If a student is admitted and enrolls at Wellesley College, parents are required to submit a transcript of their latest federal income tax return. The certified copy is forwarded directly to the College by the District IRS Office at the request of the parent on a form provided by the Financial Aid Office. Financial aid awards are not final until the IRS form is submitted.

Graduate Fellowships

A number of fellowships for graduate study are open to graduating seniors and alumnae of Wellesley College, while others administered by Wellesley are open to women graduates of any American institution. Awards are usually made to applicants who plan full-time graduate study for the coming year. Preference in all cases, except for the Peggy Howard Fellowship, will be given to applicants who have not held one of these awards previously and will be based on merit and need.

For Graduates and Undergraduates of Wellesley College

Fellowships open to Wellesley College alumnae and graduating seniors are listed below.

Anne Louise Barrett Fellowship, preferably in music and primarily for study or research in musical theory, composition, or in the history of music; abroad or in the United States. Stipend: \$3,000

Margaret Freeman Bowers Fellowship for a first year of study in the fields of social work, law, or public policy/public administration. Also eligible are MBA candidates with plans for a career in the field of social services. Preference will be given to candidates demonstrating financial need. Stipend: \$1,000

Professor Elizabeth F. Fisher Fellowship for research or further study in geology or geography, including urban, environmental or ecological studies. Preference given to geology and geography.

Stipend: \$500-\$1,000

Horton-Hallowell Fellowship for graduate study in any field, preferably in the last two years of candidacy for the Ph.D. degree, or its equivalent, or for private research of equivalent standard. Stipend: \$4,000

Peggy Howard Fellowship in Economics, to provide financial aid for Wellesley students or alumnae continuing their study of economics. Administered by the economics faculty who may name one or two recipients depending on the income available.

Edna V. Moffett Fellowship for a young alumna, preferably for a first year of graduate study in history.

Stipend: \$1,500-\$2,500

Vida Dutton Scudder Fellowship for graduate study in the field of social science, political science, or literature.

Stipend: \$2,000

Sarah Perry Wood Medical Fellowship for the study of medicine. Nonrenewable.

Stipend: \$6,000

Trustee Scholarships are awarded on a competitive basis to seniors who intend to pursue graduate studies. These scholarships are unrestricted as to field of study. The title Trustee Scholar is honorary and in cases of financial need stipends may be awarded to the scholars or, if not needed by them, to alternates who need financial assistance. All applications and credentials are due by December 1. Recipients share the total annual stipend.

Stipend: \$6,000

Fanny Bullock Workman Fellowship for graduate study in any field.

Stipend: \$3,000

Mary Elvira Stevens Traveling Fellowship for travel or study outside the United States. Any scholarly, artistic, or cultural purpose may be considered. Candidates must be at least 25 years of age on September 1 of the year in which the fellowship is first held. Applications must be filed with the Secretary to the Stevens Fellowship Committee, Office of Financial Aid, before December 1.

Stipend: \$12,000

For Graduates of Other Institutions and Wellesley College

Some graduate fellowships for study at the institution of the candidate's choice are administered by Wellesley College and are open to alumnae of any American institution, including Wellesley.

Alice Freeman Palmer Fellowship for study or research abroad or in the United States. The holder must be no more than 26 years of age at the time of her appointment, and unmarried throughout the whole of her tenure. Non-Wellesley candidates should file through their institutions. Wellesley will accept no more than four applications from another institution.

Stipend: \$4,000

Graduate Fellowships

Mary McEwen Schimke Scholarship, a supplemental award for the purpose of affording relief from household and child care while pursuing graduate study. The award is made on the basis of scholarly expectation and identified need. The candidate must be over 30 years of age, currently engaged in graduate study in literature and/or history. Preference given to American Studies.

Stipend: \$500-\$1,000

M. A. Cartland Shackford Medical Fellowship for the study of medicine with a view to general practice, not psychiatry.

Stipend: \$3,500

Harriet A. Shaw Fellowship for study or research in music and allied arts, abroad or in the United States. The candidate must be no more than 26 years of age at the time of her appointment. Preference given to music candidates; undergraduate work in history of art required of other candidates.

Stipend: \$2,000-\$3,000

Information and application forms may be obtained from the Secretary to the Committee on Graduate Fellowships, Office of Financial Aid, Box GR, Wellesley College, Wellesley, Massachusetts 02181. Application forms for the Peggy Howard Fellowship may be obtained from the Economics Department, Wellesley College, Wellesley, Massachusetts 02181. The applications and supporting materials should be returned to the same address by April 1.

Applications and supporting materials for all other fellowships are due December 1.



The Academic Program



The Academic Program

The process of learning begins with the mind and motivation of the student herself. The most tempting array of courses and the most carefully planned requirements alone will not guarantee the growth of an educated mind. The academic experience is designed for the student who seeks a broad acquaintance with the many and diverse fields of human inquiry as well as the opportunity to explore her personal

intellectual interests in depth. It provides for the acquisition of knowledge and of the skills appropriate to the liberal arts but above all it is responsive to the student who genuinely wishes to acquire the habit of learning. It seeks to stimulate the mind, refine the eye and enlarge the capacity for free, independent and discriminating choice.

The Curriculum

The curriculum at Wellesley is structured to provide strong guidance and to allow, at the same time, great personal choice. Central to the curriculum is the concept of diversity, the concept that the student should pursue a number of disciplines during her four years at the College. Accordingly, by the time the Bachelor of Arts degree is earned, she should be acquainted with the main fields of human interest, capable of integrating knowledge from various fields, and prepared for continuous scholarly and personal growth. In her major field, the student is expected to demonstrate maturity of thought, acquaintance with recognized authorities in the field, and general competence in dealing with sources of research or analysis.

Academic Advising

At Wellesley academic advising for the freshman and sophomore classes is the responsibility of the Class Dean. The advising of juniors and seniors is shared by faculty and class deans. This arrangement provides for systematic and equitable supervision of each student's progress toward the B.A. degree. In addition, it has the double benefit of specialized advice from faculty in the major field, and objective and detailed examination of the student's overall program.

Requirements for Degree of Bachelor of Arts

Each student is responsible for meeting all degree requirements and for ensuring that the Registrar's Office has received all credentials. Each candidate for the degree of Bachelor of Arts is required to complete 32 units of academic work at a C average or better. Each semester course is assigned one unit of credit. A unit of credit is equivalent to four semester hours or six quarter-hours. The normal period of time in which to earn the degree is four years and a normal program of study includes from three to five courses a semester. Freshmen are encouraged to carry a maximum of four courses each semester, but upperclass students may take five. Courses are classified in Grades I, II, and III. Introductory courses are numbered 100-199 (Grade I); intermediate courses, 200-299 (Grade II); advanced courses, 300-399 (Grade III). Each student must include at least four units of Grade III work, at least two of which shall be in the major. The program in the senior year may not include more units of Grade I than of Grade III work, and at least two must be Grade III. Directions for election of the major vary with the department. Please see departmental listings for specific requirements for the major.

Distribution Requirements

In order to provide students with as much flexibility as possible, Wellesley requires no specific courses. To ensure, however, that students gain insight and awareness in areas outside their own major fields, the College does require that they elect three semester courses in each of three academic areas as part of the 32 units required for graduation. (Courses numbered 350—Research or Individual Study—do not satisfy this requirement.) The three groups of academic disciplines are:

GROUP A**Literature, Foreign Languages, Art, and Music**

Three units chosen from courses in the Departments of Art, Chinese, English, French, German, Greek and Latin, Italian, Music, Religion, (Greek and Hebrew), Russian, Spanish; or from those courses offered by the Department of Black Studies and from those extradepartmental literature courses which are designated as fulfilling the requirement in Group A.

GROUP B**Social Science, Religion, Philosophy, and Education****Group B¹**

One or two units chosen from courses in the Departments of History, Philosophy, Religion, and courses offered by the Departments of Black Studies, Education and the Women's Studies Program in these fields and

Group B²

One or two units chosen from courses in the Departments of Anthropology, Economics, Political Science, Psychology, Sociology, and courses offered by the Departments of Black Studies, Education and the Women's Studies Program in these fields.

GROUP C**Science and Mathematics**

Three units, at least one of which shall be a course with laboratory, chosen from courses offered in the Departments of Astronomy, Biological Sciences, Chemistry, Geology, Mathematics, Physics and courses in Computer Science above the Grade I level.

Foreign Language Requirement

Before the beginning of the senior year, students must exhibit a degree of proficiency in the use of one foreign language, either ancient or modern. Many students fulfill this requirement by passing one of the language tests offered by the College Entrance Examination Board (CEEB). Wellesley requires a score of 610 or better on the CEEB Achievement Test, or a score of at least 3 on the Advanced Placement Examination (AP). This requirement can also be met by the completion of two units of language study at the second year college level or one unit of language study above the second year college level.

Second Year College Level Courses

Chinese:	201 (1-2), 202 (1-2)
French:	111-122 (1-2), or 121-122 (1-2) or 141-142 (1-2)
German:	101-103 (1-2), or 102-103 (1-2) or 104-105 (1-2)
Greek	to be chosen in consultation with the department chairman
Hebrew:	(see Religion Department), 209 (1-2)
Italian:	202 (1) 203 (2) 204 (2)
Latin:	to be chosen in consultation with the department chairman
Russian:	200 (1-2)
Spanish:	102 (1-2)

Students may take introductory courses in only two modern foreign languages.

Fulfillment of the foreign language requirement through work done at another institution must be approved by the appropriate department. A student whose native language is not English will be exempted from this requirement, subject to approval of the Class Dean and the Academic Review Board.

Writing Requirement

Beginning in September 1983, each entering student is required to complete one semester of expository writing in her freshman year. Transfer students who have not fulfilled a similar requirement must also complete one semester of expository writing. Courses are offered in the Department of English and in a number of other departments. These courses are described under the Writing Program.

Other Requirements

Students are expected to use acceptable standards of spoken and written English in their college work. Special assistance in English, mathematics, and other basic and special skills is offered at the College.

In addition, all students must complete the physical education requirement described on p. 152 for which no academic credit is given.

Preparation for Engineering

Students interested in mathematics, physics, chemistry, or biology can apply these interests in a very practical way through engineering, an expanding field for women.

Engineering can be pursued at Wellesley in two ways: by designing an individual major combining Wellesley and MIT courses or by fulfilling a Wellesley major while taking advantage of MIT

courses to prepare for graduate study in engineering.

Students interested in engineering should take mathematics and physics at Wellesley in their freshman year in preparation for MIT courses. Information concerning possible fields, prerequisites and contact persons at MIT is available through the Office of the Class Deans.

Preparation for Law School

The prelaw student should develop three basic competencies: skill in analysis and reasoning, effective writing and speaking, and breadth of understanding of the diverse factors which make up the community in which the legal system functions. These competencies can be developed in any field in which the student chooses to major, whether in the social sciences, the humanities, or in the natural sciences. Law schools do not specify particular major fields or particular courses of study for admission.

Preparation for Medical School

Medical, dental and veterinarian schools require special undergraduate preparation. Students should consult as early as possible with the Premedical Advisory Committee to plan their academic preparation to meet their individual needs and interests. Appointments can be made with the premedical secretary who is located in the Science Center Focus.

In general, most health profession schools require two units of English and two units each of the following science courses (with lab): Introductory Biology, Introductory Chemistry, Organic Chemistry, and Physics. Many schools also require Mathematics, in some cases two units of Calculus, and additional science courses. Veterinary schools frequently require courses such as speech, technical writing, animal nutrition, genetics, biochemistry, etc. Requirements vary and catalogues of individual schools should be consulted.

All science requirements should be completed before taking the Medical College Admission Test (MCAT) or the Dental Admission Test (DAT) which are taken approximately 16 months before entering medical or dental school.

The Major

Students may choose from among 27 departmental majors, 15 interdepartmental majors—American Studies, Architecture, Chinese Studies, Classical Civilization, Classical and Near Eastern Archaeology, East Asian Studies, French Studies, Italian Culture, Language Studies, Medieval/Renaissance Studies, Molecular Biology, Psychobiology, Theatre Studies, Urban

Studies, and Women's Studies—or they may design an individual major. Of the 32 units required for graduation, at least eight are to be elected in the major, and at least 18 must be elected outside of any one department.

Students who are interested in an individual major submit a plan of study to two faculty members from different departments. The plan should include four units in one department above the introductory level. The program for the individual major is subject to the approval of the Committee on Curriculum and Instruction. Some students wish to center their studies upon an area, a period, or a subject which crosses conventional departmental lines. Examples of possible area studies include Latin American Studies, Russian Studies; of periods, the Middle Ages, the Renaissance; of subjects, Comparative Literature, International Relations.

In the second semester of the sophomore year each student elects a major field and prepares for the Registrar a statement of the courses to be included in the major. Later revisions may be made with the approval of the chairman of the major department, or in the case of the individual major, with the student's advisors, and be presented to the Registrar not later than the second semester of the junior year. Directions for Election of the major vary. See departmental listings for specific requirements for the major.

Academic Policies and Procedures

The academic policies and procedures of the College have been subject to continuous change and examination throughout the College history, responding to changes in student life styles and innovations in the curriculum. The policies and procedures that govern most routine aspects of academic life are described below.

Academic Standards

Academic standards at Wellesley are high, and students take full responsibility for attending classes, submitting required work on time, and appearing for examinations. If students have difficulties with course work, become ill, or have other problems which interfere with their academic work, they should consult with their class deans for assistance in making special arrangements for their studies. Tutoring and programs in study skills are offered through the Academic Assistance Program.

Students are expected to maintain at least a C average throughout their college career. At the end of each semester each student's record is reviewed, and appointments with the Class Dean are arranged if needed. The College tries to provide the appropriate support services to students in difficulty. Students who show consistent effort are rarely asked to leave the College.

Academic Review Board

The Academic Review Board is the principal body for review of academic legislation and for overseeing each student's academic progress. Chaired by the Dean of Students, the Board is composed of the class deans, the Dean of Continuing Education, and seven elected faculty and student representatives. The student members of the Academic Review Board do not participate in discussions of individual student's standing, but they do contribute to discussions of academic policy and of student requests for exceptions to regulations. The Board researches and recommends changes in academic policy and is also responsible for proposing an annual academic calendar. Dates of Academic Review Board meetings are posted in the Registrar's Office. Students wishing to submit a petition to the Academic Review Board should do so in writing and in consultation with class deans and deliver it to the Registrar at least one week before the petition is to be considered.

Credit for Advanced Placement Examinations

Students entering under the Advanced Placement Program of the College Entrance Examination Board, and who make the scores specified by Wellesley College, will receive credit toward the B.A. degree, provided they do not register in college for courses which cover substantially the same material as those for which they have received Advanced Placement credit. Two units of credit will be given for each AP examination in which a student received a grade of 4 or 5 with the following exceptions: one unit of credit will be given for the Latin 4 examination; one unit of credit will be given in the Mathematics AB examination; one unit of credit for a score of 3 in the Mathematics BC examination. Not more than two units may be offered for credit in any one department. Note: the taking of a course deemed equivalent to one for which credit has been granted will nullify the credit previously awarded.

Credit for Other Academic Work

Of the 32 units required for the degree of Bachelor of Arts, a student may earn a maximum of 16 units through a combination of the following: AP examinations (no more than eight); courses taken at another institution during the summer or the academic year, or study independent of Wellesley courses which is then evaluated by examination by a Wellesley department. (See Examinations.) Four units may be earned in summer school, or by a combination of summer school and summer independent study. No more than two units may be earned for summer independent study. Eight units, in addition to summer school, may be earned through courses taken at another institution. Students, including transfer students, must complete 16 units at Wellesley. Candidates for the B.A. degree in the program for Continuing Education must complete a minimum of eight units of work at the College.

Exemption from Required Studies

Students may be exempted from any of the studies required for the degree, provided they can demonstrate to the department concerned a reasonable competence in the elements of the course. Exemption from any of the studies required does not affect the general requirement for completion of 32 units of credit. It does, however, make it possible for some students to select more advanced courses earlier in their college careers.

Such exemption may be achieved in one of two ways: a score of 4 (Honors) or 5 (High Honors) on the CEEB AP tests, or passing a special exemption examination. Permission for the exemption examination must be obtained from the chairman of the department concerned. In addition to the evidence offered by the examination, some departments may require the student to present a paper or an acceptable laboratory notebook.

Research or Individual Study

Each academic department provides the opportunity for qualified students to undertake a program of individual study directed by a member of the faculty. Under this program, an eligible student may do a research project or a program of reading in a particular field. The results of this work normally are presented in a final report or in a series of short essays. The conditions for such work are described under the course numbered 350 in each department. Wellesley offers further opportunities for research and individual study. (See Honors in the Major Field).

Credit for Summer School and Summer Independent Study

Some students undertake planned programs of summer independent study which they have designed with members of the faculty and their class dean. Two units of credit may be earned in this way. Four units may be earned by a combination of summer school and independent study. Other students attend summer school. The amount of summer school credit allowed toward the degree is limited to four units, and is not automatic. Students should consult their class deans before enrolling in summer school courses. Students should get approval from department chairmen before enrolling in a course from which they expect to receive credit; approval forms are available in the Registrar's Office. Only courses which carry credit for four semester hours or six quarter hours are eligible for one unit of Wellesley credit.

Grading System

Students have the option of electing courses on a letter or nonletter grading system. At the beginning of the eighth week of a semester, students notify the Registrar and their instructor whether they plan to take the course for a letter grade or on the credit/noncredit basis. Credit is given to students who have attained a satisfactory familiarity with the content of a course and have demonstrated ability to use this knowledge in a competent manner. If credit is not earned, the course does not appear on the student's permanent record.

Examinations

An examination period occurs at the end of each semester. Within this period, students may devise their own examination schedules for the majority of courses. Examinations are scheduled for some art, music, and foreign language courses which require audiovisual equipment. Special examinations are offered in September to qualified students to earn credit for work done independently, for admission to advanced courses without the stated prerequisites, and for exemption from required studies.

Students who wish credit for work done independently in the summer should consult the appropriate department and the class dean, and should apply to the Registrar at least a month in advance for a special examination to be given at the beginning of the college year.

Examinations may be taken for credit, for admission to a more advanced course, or for ex-

emption from the required studies in Groups A, B, and C. Examinations for credit passed at a satisfactory level also count for advanced placement and/or exemption; examinations for advanced placement also count for exemption. Examinations passed at a satisfactory level for exemption do not count for credit.

Transcripts and Grade Reports

Official transcripts may be ordered in writing from the Office of the Registrar. The request for transcript should include the name and address of the person to whom the transcript is to be sent, the name by which the person was known as a student at Wellesley, and the years of attendance at the College. There is a charge of \$2 for each transcript, and this fee should accompany the request.

Grade reports are issued to students at the end of each semester. Grade reports for the first semester are available at the beginning of the second semester and are delivered to the residence halls. Grade reports for the second semester are mailed to the students' home addresses in June.

Registration for Courses

All returning students must register in April for the courses they select for the fall semester, and in November for the spring semester. Upon returning to college at the start of each semester, the student will be issued a schedule card of her classes. All changes to this schedule must be recorded in the Registrar's Office by the end of the first week of classes. A student will not receive credit for a course unless she has registered for it, and a student who has registered for a course will remain registered unless she takes formal action to drop it.

Any conflicts in scheduling must be reported to the Registrar's Office immediately. A student is not permitted to take a course if it conflicts with any other course on her schedule.

Adding or Dropping Courses

Add/Drop cards are available from the Registrar's Office during the first week of classes. A student may submit only one Add/Drop card, and it must include all changes in the schedule for that semester. All Adds are due by the end of the first week of classes. Permission is required from the department chairman or the major advisor if the student wishes to drop a course which affects the major. If a course is dropped, with the permission of the class dean, before the beginning of the eighth week, it will not appear on her record.

Auditing Courses

A student who wishes to attend a class as a regular visitor must have the permission of the instructor. Auditors may not submit work to the instructor for criticism, and audited courses will not be considered for credit.

Acceleration

A few students complete all the requirements for the degree in less than the usual eight semesters. After two semesters at Wellesley, students who wish to accelerate should consult their deans and then write a letter to the Academic Review Board, petitioning to fulfill the requirements in less than the normal period of time.

The petition should include the month and year in which the degree requirements will be fulfilled, and all units which will be counted toward the degree.

Normally, a plan to accelerate must include eight units at Wellesley in two consecutive semesters during the junior and senior years. In accumulating units in addition to courses taken at Wellesley, an accelerating student may count:

1

Advanced Placement credit (no more than eight units);

2

a maximum of four units earned either in summer school or by a combination of summer school and independent study during the summer, validated by the College. No more than two units may be earned for summer independent study; and

3

a maximum of two units of college or university credit earned prior to graduation from secondary school, which is not included in the units of secondary school work required for admission.

An accelerating student must maintain at least a C average at all times.

Leave of Absence

Recognizing that many students benefit educationally if they interrupt the normal sequence of four continuous years at Wellesley, the College has established a policy for temporary leaves of absence. Leaves may be taken for as short a period as one semester or as long as two years, and for a variety of reasons which may include study at another institution, work, travel, or other activities which meet personal needs. Application for leave of absence may be made to the class dean at any time after a student has completed at least one year at Wellesley. Freshmen who have completed only one semester may remain on leave for a maximum of three semesters.

A student who goes on leave of absence cannot remain in residence on campus more than 48 hours after the effective date of leave.

To obtain permission to spend the year at another institution as nonmatriculated students or guests, students submit a detailed plan to the class dean or advisor and, if a major has been chosen, to that department. The plan should list the course of study for the year and justify its relationship to the four year program. No more than eight units of credit may be earned at another institution during a one-year leave of absence.

WITHDRAWAL

Voluntary Withdrawal

Students who plan to withdraw must inform the class dean. A withdrawal form will then be sent to the parents or guardian for their signature. The official date of the withdrawal is the date agreed upon by the student and the class dean and written on the withdrawal card which is signed by the class dean. The withdrawal date is important in order to compute costs and refunds. (See Refund Policy p. 27.) Students who have officially withdrawn from the College cannot remain in residence on campus more than 48 hours after the effective date of withdrawal.

Required Withdrawal

The College reserves the right to require the withdrawal of any student whose academic work falls below its standards, who violates its rules and regulations or the rights of others, or whose continuing presence constitutes a risk to the health, safety, or general well-being of the College community or herself. In addition, the College may require the withdrawal of any student who fails to meet financial obligations to the College.

Readmission

A student who has withdrawn from the College and wishes to return should apply to the Office of the Dean of Students for the appropriate forms. Readmission will be considered in the light of the reasons for withdrawal and reapplication, and in the case of resident students, available residence hall space. A nonrefundable fee of \$15 must accompany the application form for readmission.

Special Academic Programs

The traditional four-year curriculum offered at Wellesley is expanded by many special academic programs. Some are administered by the College and some are programs run by other institutions in which Wellesley students may participate. Students may participate in some while in residence at the College; others involve living at other colleges or abroad for a semester or a year.

Cambridge Humanities Seminar

The Cambridge Humanities Seminar is a collaborative effort by universities in the Boston-Cambridge area to enrich and diversify their interdisciplinary offerings in the humanities at an advanced level. The program is centered at the Massachusetts Institute of Technology and offers subjects to students in the humanities at participating institutions during the last two years of undergraduate and the first two years of graduate work, in an area of scholarship periodically determined by its membership. The program involves faculty in literature, history, philosophy, and fine arts. Its current subject is the idea of the past as it plays a role in the study of various cultural activities. All seminars have limited enrollment. Subjects to be offered in 1983-84 are described on p. 207.

Freshman-Sophomore Colloquia

These courses are designed for freshmen and sophomores to undertake concentrated study of a significant, well-defined topic. They offer students the opportunity to work in small groups in association with individual faculty members. They are similar to advanced seminars in method and approach in that they stress discussion, independent work, and oral and written presentations.

Cross Registration Program with the Massachusetts Institute of Technology

A program of cross registration of students at Wellesley and the Massachusetts Institute of Technology was officially inaugurated in 1968-69. The program allows students to elect courses at the other institution, and extends the diversity of educational experiences available in the curricula and in the environments of both. The two schools combine their academic, extracurricular, and operational resources while maintaining their separate strengths, independence, and integrity.

A Wellesley student interested in exploring the possibilities of electing specific courses at MIT should consult the Exchange Coordinator, the department advisor, or the appropriate exchange program faculty advisor. Registration in MIT courses takes place each semester in the MIT Exchange Office. Application must be received by the Wellesley Exchange Office the preceding semester. Students must follow the instruction sheet carefully to ensure that they register for courses that are equivalent in credit to Wellesley courses.

Students who are on leave of absence need not pre-register for MIT courses. As soon as they return to the campus, they should pick up information about registering for MIT courses, at the MIT Exchange Office, 339B Green Hall.

Wellesley Double Degree Program

Beginning in 1983-84, Wellesley will offer a Double Degree Program which will enable Wellesley students who are accepted to MIT as transfer students to earn a B.A. degree from Wellesley and a B.S. degree from MIT over the course of five years. Students will fulfill the requirements for a major at both institutions. Interested Wellesley students will apply for transfer admission to MIT at the end of their sophomore year. They are encouraged to consider any of the 23 courses of study offered at MIT but advised that access to a given department could at times be limited for transfer students. Wellesley applicants are subject to the same admissions criteria and financial aid policies used by MIT for all other college transfer applicants.

Accepted students would not enroll at MIT until they had completed their junior year at Wellesley. During this "bridge year" students will be assigned major advisors at both institutions so that they can plan a program which will advance their work toward both degrees. During the fourth and fifth years students will enroll at MIT. The existing Wellesley/MIT Exchange permits cross registration throughout the five year period; this will enable students to integrate their two courses of study more completely.

The Twelve College Exchange Program

Wellesley belongs to a consortium which includes Amherst, Bowdoin, Connecticut College, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wesleyan, Wheaton, and Williams. Two one-semester programs associated with the Twelve College Exchange are the National Theater Institute in Waterford, Connecticut, and the Williams Mystic Seaport Program in American Maritime Studies. Students in good

standing may apply through the Exchange Coordinator for a semester or full academic year in residence at any of the member institutions. The number of places is limited and admission is competitive. Preference is given to students planning to participate in their junior year.

Students must request that transcripts be sent to the Registrar's Office to receive credit for work done away from Wellesley.

The Wellesley-Spelman Exchange Program

Wellesley maintains a student exchange program with Spelman College in Atlanta, Georgia, a distinguished Black liberal arts college for women. The exchange, initiated as a three-year experimental program in 1974-75, was approved in spring 1977 as one of the continuing exchange opportunities available to students.

The program is open to students in their junior or senior year, with a maximum four-semester enrollment per year (one to four students) at each institution. Students may apply through the Office of the Exchange Coordinator.

The Wellesley-Mills Exchange Program

Wellesley maintains an exchange program with Mills College, a small women's college in Oakland, California, which has a cross-registration program with the University of California at Berkeley. Students apply through the Office of the Exchange Coordinator.

The Junior Year Abroad

Qualified students may apply for admission to various groups spending the junior year in Europe and in other foreign countries. A few Wellesley Slater Junior Year Abroad Scholarships are available to juniors, eligible for financial aid, who have been accepted for programs approved by the Foreign Study Committee. Stecher Scholarships for the study of art abroad are awarded to qualified students who are eligible for financial aid. Candidates are selected by the Art Department Stecher Scholarship Committee and the Foreign Study Committee. Limited financial support for students wishing to spend the junior year in Africa or the Caribbean is provided by the Waddell Fund. The selection of recipients for awards from the three funds is made early in the second semester of the sophomore year on the basis of academic qualifications and faculty recommendations. The amount of each individual award is determined according to need. Information about these awards may be obtained from the Office of Foreign Study.

The Office of Foreign Study helps students with individual plans for study abroad, for example, applications for direct enrollment as visiting students in British universities. Undergraduates with strong background in their majors may apply to the Foreign Study Committee for two places at New Hall, Cambridge University, and for three at Oxford University.

Wellesley College administers a program in Aix-en-Provence, France, and shares in the governance of a program in Córdoba, Spain.

Students who are interested in spending the junior year abroad should consult their class dean and the Study Abroad Advisor during the freshman year to ensure completion of Wellesley eligibility requirements. No more than eight units of credit may be earned at another institution during a one-year leave of absence.

Students must request that transcripts be sent to the Registrar's Office in order to receive credit for study done abroad.

Internships

The Center for Women's Careers houses information on a wide variety of internship programs available through the College, the local community, and the country, during the term, January, and summer. As well as working closely with the Wellesley academic departments to share information and to develop opportunities, the Center for Women's Careers coordinates efforts with two internship groups: The Shared Educational Experience Program and the Massachusetts Internship Office.

Summer Internships

The College sponsors a Washington Summer Internship Program which provides a unique opportunity for students to learn about the national government through direct participation in political activity. Interested juniors may apply for 15 available summer internships, in governmental and nongovernmental offices. Interns hold full-time jobs for ten weeks and also participate in evening seminars with guest speakers on governmental or political problems. Job assignments are made according to the interest of the student and the potential for learning. Recent assignments have included positions in congressional offices, in the Department of Justice, in the Department of Health, Education and Welfare, with the Federal Trade Commission, in the Office of the President, and with a major broadcasting system. Salaries are offered in some of these positions; the College provides stipends for students who hold nonsalaried positions.

In addition, the Wellesley Urban Politics Summer Internship Program offers juniors the opportunity to focus on some of the dilemmas of contemporary urban life. Students participating in this program spend ten weeks working for government agencies or private organizations in Los Angeles. Interns attend seminars and other meetings designed to stimulate analytical thinking about politics, government institutions, and public policy-making. Interns receive a stipend from the College.

Community Involvement

Wellesley students can become involved in the Greater Boston community in a variety of ways. Some students choose to work in communities where they can participate in legal aid, tutoring, and health services, or church work. Others work with the City of Boston or the Town of Wellesley in various departments.

Credit may be given for supervised field work as a research component of some courses or independent study; in other instances, experience in the community forms part of the required work of courses dealing with social, political, or economic issues. Generally, students become involved in community work for many reasons besides the possibility of earning academic credit.

Summer Study Abroad

Students planning summer study in foreign countries should consult the Office of Foreign Study. Wellesley awards Stecher Summer Scholarships for study of art to students who need to have access to materials available only in foreign countries. First consideration is given to applicants whose summer studies are related to honors projects approved for the senior year. Waddell Summer Scholarships provide opportunities for students wishing to study in Africa or the Caribbean. An application for a Stecher or a Waddell Scholarship requires the support of the student's major department and a statement from the Director of Financial Aid showing what funds are needed to supplement the student's financial resources.

Continuing Education

The Continuing Education program provides an opportunity for women to resume their education by electing to study for the Bachelor of Arts degree, or to take courses as special students not in pursuit of a degree. This program enables students to enroll either part-time or full-time. Continuing Education students enroll in the same courses as the traditional Wellesley undergraduate and meet the same degree requirements.

Candidates for the B.A. degree are normally women whose educations have been interrupted for several years prior to the date of application. At least eight of the 32 units required for the B.A. degree must be completed at Wellesley. There is no time limitation for completion of the degree.

The College will accept for credit only those courses which are comparable to courses offered in the liberal arts curriculum at Wellesley. One Wellesley unit is equal to four semester hours or six quarter-hours. The Registrar will evaluate credit earned at accredited colleges with the official transcript and catalog from those colleges. All entering Continuing Education students should have course descriptions from the period of enrollment at all previous colleges sent to the Registrar's Office as soon as they are notified of acceptance into the program.

Special students may be graduates of an accredited college or university who wish to do coursework at the undergraduate level, matriculated students currently affiliated with another accredited college or university who wish to take courses for degree credit at the affiliate, or others who have special needs for nondegree course work. The College reserves the right to limit the number of semesters and/or courses that a special student may take for credit.

For further information about the program, write to the Office of Continuing Education, Wellesley College, Wellesley, Massachusetts 02181.

Academic Distinctions

To give recognition for superior or advanced work, either upon graduation or during the student's career, the College confers a number of academic distinctions.

Departmental Honors

Students who have shown marked excellence and an unusual degree of independence in their work may be invited to participate in the Honors Program, based on their record in the major field. Under this program, an eligible student may be invited to undertake independent research or special study which will be supervised by a member of the faculty. In several departments, options for general examinations, special honors seminars, and opportunities to assist faculty in teaching introductory and intermediate level courses are available to honors candidates. The successful completion of the work and of an oral honors examination leads to the award of Departmental Honors.

Other Academic Distinctions

The College names to Freshman Distinction those students who maintain high academic standing during the freshman year. Wellesley College Scholars and Durant Scholars are named at Commencement, based on academic records after the freshman year. Students with an honors average of 3.33 or higher graduate as Wellesley College Scholars cum laude; those with an average of 3.67 or higher are Durant Scholars magna cum laude; students with a 3.9 or higher average are Durant Scholars summa cum laude.

Juniors and seniors are elected to membership in the Eta of Massachusetts chapter of Phi Beta Kappa on the basis of their total academic achievement. Seniors who are majoring in the sciences may be elected to associate membership in the Wellesley chapter of Sigma Xi.

On recommendation of the faculty, the trustees award the title of Trustee Scholar to four seniors who intend to pursue graduate studies. The awards are made on a competitive basis; the title is honorary. In cases of financial need, stipends are awarded to the Scholars or, if not required by them, to alternates who need financial assistance. Applications and supporting credentials should be sent to the Secretary to the Committee on Graduate Fellowships by January 4.

Certain prizes have been established at the College for the recognition of excellence in a particular field. The selection of the recipient is made by the appropriate academic department; each award carries a small stipend or gift and usually bears the name of the donor or the person honored.

Honors Awarded, 1983

In the Class of 1983, 76 students achieved the highest academic standing and were named Durant Scholars, 4 of those students were graduated summa cum laude; 72 were graduated magna cum laude, 238 students won recognition as Wellesley College Scholars and graduated cum laude for high academic achievement. The names of members of the Class of 1983 who were awarded other honors and prizes appear below.

Departmental Honors

Hatsue Akagi, *Mathematics*

Diane Marie Alampi, *History*

Laura Parker Appell, *Anthropology*

Kathleen Mary Ballou, *Art History*

Anne Margaret Brennan, *History*

Louise Story Brewster, *English*

Erin Elizabeth Burns, *Political Science*

Martha Whipple Burton, *Language Studies*

Marjorie Ann Butler, *Political Science*

Alison Ruth Byerly, *English*

Meenakshi Chakraverti, *Political Science*

Marjorie Ann Chorlins, *French*

Janet Lees Christy, *English*

Laura Jean Collins, *Chemistry*

Claudia Madeleine Cook, *Philosophy*

Claudia Lynn Corwin, *Biological Sciences*

Moira Anne Courtney, *Biological Sciences*

Lori Ann DeFurio, *Chemistry*

Paula DeMasi, *Economics*

Felice Ann Dooneief, *Biological Sciences*

Carolyn Marie Dukeminier, *Philosophy*

Jennifer Peabody Elliott, *Latin*

Clare Maureen Elmendorf, *Political Science*

Amy Hickey Eshoo, *Studio Art*

Maureen Louise Fennessy, *Art History*

Ana Ilva Fernández, *Political Science*

Lynn Susan Forster, *Art History*

Eilen Catherine Foundas, *Philosophy*
 Eilen Sue Goldberg, *Political Science*
 Betsy Jane Golden, *English*
 Mary Gottschalk, *Philosophy*
 Margaret Miller Grayden, *Political Science*
 Margaret Mary Grunz, *Economics*
 Joyce Anne Hackett, *English*
 Amy Jaynes Hall, *Biological Sciences*
 Amy Jane Hand, *Political Science*
 Kelle Kaye Harris, *Philosophy/English*
 Julia Ann Henel, *Economics*
 Ellen Hess, *Psychobiology*
 Eleanor MacKinnon Hochanadel, *Studio Art*
 Sarah Ann Hokanson, *Geology*
 Christina Holbrook, *French*
 Lynette Aria Jackson, *Political Science*
 Lawrence Blackman Jones, *Art History*
 Alexandra Gusta Kat, *Biological Sciences*
 Roya Khadjavi, *French*
 Maura Keyne Lafferty, *Latin*
 I-Jen Lee, *Mathematics*
 Wendy Ellen Liebman, *Psychology*
 Laura Ellen Lucas, *Chemistry*
 Victoria-Maria MacDonald, *History*
 Debra Jean Magee, *Chemistry*
 Eleanor Davis Mahoney, *Studio Art*
 Susan Mary Jacqueline Martin, *English*
 Jane Ann Materazzo, *Political Science*
 Lisa Maurizio, *Greek*
 Janette Andreá McCarthy, *English*
 Elizabeth Frances McCormack, *Physics*
 Parnella Anne Melroy, *Astronomy*
 Hilary Millicent Mencher, *Economics*
 Maria Clelia Milletti, *Chemistry*
 Margaret Rose Minnock, *Political Science*
 Margie Najberg, *French*
 Laura Roderic Nash, *Music*
 Pamela Jean Williston Nourse,
Biological Sciences
 Phyllis Parchen Nygard, *English*
 Margarita Ortigas, *Political Science*
 Traci Lynn Overton, *Black Studies*
 Christie Louise Patenaude, *Economics*
 Valerie Jean Phillips, *Political Science*
 Amy Reece, *English*
 Kyle Marie Robertson, *English*

Elizabeth Sara Rogers, *Political Science*
 Suzanne Russell, *English*
 Susan Jean Sawyer, *English*
 Cynthia Anne Schell, *Linguistics*
 Angela Marie Schmidt, *Chemistry*
 Susan Elizabeth Schomburg, *Philosophy*
 Melissa Pam Schubach, *Chemistry*
 Alexandra Ames Schultes, *Biological Sciences*
 Ellen Sue Schwartz, *Linguistics*
 Ruth Scott, *Philosophy*
 Julie Denney Simon, *Mathematics*
 Christy Katherine Smith, *Music*
 Eleanor Ewart Southworth, *History*
 Haydée Victoria Suescum, *Art History*
 Catherine Summa, *Geology*
 Helena Maria Tavares, *Political Science*
 Theresa Joan Thomas, *Molecular Biology*
 Janet Loretta Timmerman, *Biological Sciences*
 Ha Thu Tu, *History*
 Rachel Justine Vanger, *English*
 Margaret Geer Wachenfeld, *Biological Sciences*
 Wendy Anne Wachtell, *Political Science*
 Kerry Walk, *English*
 Catherine Elissalee White, *Physics*
 Jocelyn Cameron White, *Molecular Biology*
 Lauren Beth Winer, *Economics*
 Elizabeth Leslie Wittenberg, *Political Science*
 Andrea Cecile Zavell, *American Studies*
 Marilyn Lee Zelkowitz, *Political Science*

Phi Beta Kappa
Class of 1983

Hatsue Akagi
 Diane Marie Alampi
 Pamela Merrill Barz
 Patricia Maria Bellanca
 Lauraine Bifulco
 Martha Whipple Burton
 Marjorie Ann Chorlins
 Nora Riordan Dannehy
 Janet Marie DeSantis
 Jennifer Peabody Elliott
 Patrícia Fernández
 Jane Marie Fiynn
 Catherine Stuart Gardiner
 Ellen Sue Goldberg
 Betsy Jane Golden
 Maria Gabrielle Gotsch
 Margaret Miller Grayden
 Kelle Kaye Harris
 Ellen Hess
 Eleanor MacKinnon Hochanadel

Kinné Hoffman-Milner
 Karine Hrechdakian
 Shirley Jung
 Alexandra Gusta Kat
 Judith Kelly
 Maura Keyne Lafferty
 I-Jen Lee
 Wendy Ellen Liebman
 Katherine Anne Liebson
 Julia Frances Lowell
 Laura Ellen Lucas
 Joan Reifsnyder Lundin
 Debra Jean Magee
 Marian Paula Markowitz
 Jane Ann Materazzo
 Lisa Maurizio
 Elizabeth Frances McCormack
 Nadia Mirica
 Phyllis Parchen Nygard
 Julia Ellen Paden
 Christie Louise Patenaude
 Elizabeth Anne Peters
 Caroline Stacey Press
 Judith Ellen Robb
 Kyle Marie Robertson
 Marie Rossi
 Suzanne Russell
 Angela Marie Schmidt
 Ruth Ellen Schmidt
 Melissa Pam Schubach
 Ruth Scott
 Julie Dennery Simon
 Karen Anne Storz
 Helena Maria Tavares
 Theresa Joan Thomas
 Mary-Beth Tierney
 Ha Thu Tu
 Christina Van Horn
 Gabrielle Wendy Weinberg
 Rebecca Liane Weiss
 Jocelyn Cameron White
 Lauren Beth Winer

Sigma Xi

Sandra Montt Carter, *Biology*
 Michèle Andréé Collette, *Chemistry*
 Laura Jean Collins, *Chemistry*
 Claudia Lynn Corwin, *Biology*
 Moira Anne Courtney, *Biology*
 Lori Ann DeFurio, *Chemistry*
 Susan Donerty, *Psychology*
 Felice Ann Dooneief, *Biology*

Margaret Clotilda Gawienowski,
Molecular Biology
 Beth Lynn Grossman, *Psychology*
 Amy Jaynes Hall, *Biology*
 Marguerite Hope Healy, *Chemistry*
 Sarah Ann Hokanson, *Geology*
 Alexandra Gusta Kat, *Biology*
 I-Jen Lee, *Mathematics*
 Wendy Ellen Liebman, *Psychology*
 Deborah Ann Lucas, *Developmental Biology*
 Laura Ellen Lucas, *Chemistry*
 Ellen Lyles Mather, *Biology*
 Elizabeth Frances McCormack,
Astronomy/Physics
 Maria Clelia Milletti, *Chemistry*
 Pamela Jean Williston Nourse, *Biology*
 Angela Marie Schmidt, *Chemistry*
 Ruth Eilen Schmidt, *Biology*
 Melissa Pam Schubach, *Chemical Physics*
 Alexandra Ames Schultes, *Biology*
 Julie Dennery Simon, *Mathematics*
 Catherine Summa, *Geology*
 Theresa Joan Thomas, *Molecular Biology*
 Janet Loretta Timmerman, *Biology*
 Margaret Geer Wachenfeld, *Biology*
 Virginia Vera Walker, *Molecular Biology*
 Mary Blair Wellensiek, *Mathematics*
 Jocelyn Cameron White, *Molecular Biology*

Trustees Scholars

Diane Marie Alampi
 for graduate study in *Medieval European Intellectual History*
 Margaret Miller Grayden
 for graduate study in *Political Science*
 Debra Jean Magee
 for graduate study in *Chemistry*
 Theresa Joan Thomas
 for graduate study in *Medicine*

Academic Prizes

The Lucy Branch Allen Prize was given in 1934 by an anonymous friend in memory of Lucy Branch Allen of the Class of 1897, "to perpetuate the spirit of one who was endlessly generous; who loved everything that walks or flies, or scrambles in the world of out-of-doors; to whom the poetry of life was a perpetual joy." It is awarded in the field of Biological Sciences.

CAROLA ANNE HAAS

The Adelaide Niles Belyea Prize in Botany was founded in 1974 and is awarded to a student who has exhibited general excellence in plant science.

MOIRA ANNE COURTNEY.
MARGARET CLOTILDA GAWIENOWSKI.
RUTH ELLEN SCHMIDT VIRGINIA VERA WALKER

The Billings Performance Award in Music was a gift from the estate of Robert C. Billings in 1903. This award is given in recognition of an outstanding contribution to the community through the performance of music.

ANNE MARIE GORCZYCA

The Ralph H. Bolland Prize for Distinction in American History was founded in 1961 by his daughter, Margaret Bolland Rogers, of the Class of 1930 to promote more surely the knowledge of, and interest in United States History.

VICTORIA MARIA MACDONALD.
MARY ELIZABETH MCPHERSON

The Natalie V. Bolton Faculty Prize in Economics was established to honor the memory of this distinguished alumna. Its purpose is to encourage good scholarship and analytical ability in the field of economics and is awarded to the student who has written the best economics paper during the year.

JULIA ANN HENEL, AMANDA JANE MARDIROSIAN

The Natalie V. Bolton Student Prize is awarded annually to the economics major designated by her peers as an outstanding economist.

PAULA DEMASI

The María Luisa Bombal Prize in Spanish in memory of the great Chilean novelist is awarded each year to a student who has distinguished herself in the field of Latin American Literature.

ANGELA MARÍA ARIAS. CHRISTINA LOUISE SPARKS

Botanical Society of America—Young Botanist Recognition Award is awarded in honor of excellence and outstanding promise to a student as a contributor to the advancement of knowledge in the botanical sciences.

MOIRA ANNE COURTNEY
MARGARET CLOTILDA GAWIENOWSKI.
RUTH ELLEN SCHMIDT, VIRGINIA VERA WALKER

The Cervantes Prize in Spanish is awarded for the best paper written on Cervantes. Given by former Professor Alice Bushee

ANDREA GRACE PARRA

The Davenport Performance Prize for Acting was established in 1922 by George H. Davenport and is awarded to an undergraduate who has performed in an outstanding manner in one of the regularly scheduled college dramatic productions.

ROBIN NOEL SMITH

The Joanna Mankiewicz Davis Prize for Fiction was established in 1975 in her memory and is awarded for an outstanding work of fiction written by an undergraduate.

KELLE KAYE HARRIS

The Deborah W. Diehl Prize for Distinction in History was established as a memorial by the friends and family of Deborah Diehl of the Class of 1973 to be awarded to the outstanding senior graduating in history chosen by vote of the faculty.

DIANE MARIE ALAMPI, HA THU TU

The John Charles Duncan Prize in Astronomy
PAMELA ANNE MELROY

The Allan Eister Award for Academic Excellence in Sociology was founded in dedication to Allan Eister, Professor of Sociology, for his love of the intellectual life and his devotion to enhancing academic excellence in the liberal arts. It is awarded annually to the sociology major graduating with the very highest academic record in her sociology major.

ELLEN SUE GOLDBERG

The Jacqueline Award in English Composition was established by Eleanor and Rosamond Peck in memory of their sister Jacqueline, of the Class of 1934. It is awarded with particular reference to the ability of the student to write with delicacy and beauty of expression as well as power.

ALISON RUTH BYERLY

The Mary C. Lyons Prize for Writing was founded in 1978-79 by friends of Mary Lyons of the Class of 1935, former editor of the Alumnae Magazine. The prize is awarded to a senior and can be a story, a scholarly study, or an essay. It must reflect topical interest and show literary distinction.

ALISON RUTH BYERLY

The Northeast Conference on the Teaching of Foreign Languages Award recognizes excellence in the study of the Spanish language and Hispanic cultures.

PRISCILLA DENISE SHEPHERD

The Mary White Peterson Prize was established in 1926 by the mother and husband of Mary White Peterson, of the Class of 1908. It is awarded to a student "for evidence or promise, of exceptional ability to do independent work" in the field of Biological Sciences or Chemistry

ALEXANDRA GUSTA KAT

The Plogsterth Award in Art was established by W. Thomas Plogsterth, whose daughter Ann is a member of the Class of 1965, for outstanding work in art history, preferably to a senior.

AMY HICKEY ESHOO

The Royal Society of Arts London Silver Medal is a silver medal awarded to a student who has a distinguished academic record directly concerned with art or application of art and/or science to industry and/or commerce, and who has played some significant part in student activities.

AMY HICKEY ESHOO

Justina Ruiz-de-Conde Prize in Spanish was established in 1983 by her colleagues in the Spanish Department, her friends, and her former students to express their affection and admiration for her life-long dedication to fostering the love of Spanish culture. It is awarded each year to an outstanding student of Spanish studies.

ELENA REGINA LUCERO, MARY-BETH TIERNEY

The Mayling Soong Foundation Prize is awarded annually for the best paper submitted by students on any aspect, ancient or modern, of the anthropology, art, economics, history, literature, philosophy, politics, religion, sociology of or scientific development in East or South Asia

LAURENCE TUNG

The Lewis Atterbury Stimson Prize in Mathematics was founded in 1920 by Miss Candace Stimson of the Class of 1892. It is awarded to a student in memory of her father "because of his love of mathematics."

HATSUE AKAGI, JANET MARIE DESANTIS, IJEN LEE,
JULIE DENNERY SIMON

The Wall Street Journal Student Achievement Award, established in 1973 by the Dow Jones Company is an annual award of a year's subscription to *The Wall Street Journal* presented by the Economics Department faculty to an outstanding senior.

LAUREN BETH WINER

The Wellesley College Theatre Award

WENDY JOAN SALZ

The Woodrow Wilson Prize in Political Science was founded by Phillips Bradley, Assistant Professor of History at Wellesley College 1922-25. The prize is awarded to a senior for an outstanding paper in modern politics.

NORA RIORDAN DANNEHY

The Natalie Wipplinger Prize in German was established in 1940 by former students of Miss Wipplinger teacher of German, at Wellesley College from 1904-1940. The prize is awarded to a junior or senior for outstanding work in German.

KAREN ANNE STORZ

The Mary Ann Youngren Memorial Award in Critical Reading was established for Mary Ann Youngren, a former member of the Wellesley College English Department. In memory to her great gift and passion for fine reading, it is awarded to a graduating senior.

HELEN ELIZABETH SNAPP

Courses of Instruction

A semester course which carries one unit of credit requires approximately eleven hours of work each week spent partly in class and partly in preparation. The amount of time scheduled for classes varies with the subject from two periods each week in many courses in the humanities and social sciences to three, four, or five scheduled periods in certain courses in foreign languages, in art and music, and in the

sciences. Classes are scheduled from Monday morning through late Friday afternoon; examinations may be scheduled from Monday morning through late Saturday afternoon.

Prerequisites are given in terms of Wellesley courses, exemption examinations, AP scores, and "admission units." Admission units refer to the secondary school credits acquired in various precollege courses.

Freshman-Sophomore Colloquia (150 courses) Directions for Election

For a general description see p. 40. The colloquia have no prerequisites, although some are open only to freshmen. Each course counts as one unit, and may be elected to satisfy in part one of the distribution requirements. Since class sizes are limited, students ordinarily may not enroll in more than one of these courses. They

may, however, apply for more than one, indicating their preference. If a course is over-subscribed, the chairman or instructor, in consultation with the class dean, will decide which applicants will be accepted.

In 1983-84 colloquia are offered by the Departments of Art, Black Studies, English, History and Mathematics.

Legend

Courses numbered:

100-199 Grade I courses

200-299 Grade II courses

300-399 Grade III courses

Units of Credit

Unless stated otherwise, a course is equal to one unit of credit.

(1) Offered in first semester

(2) Offered in second semester

(1) (2) Offered in both semesters.

(1-2) Continued throughout the academic year. Unless specifically stated, no credit is awarded unless both semesters are completed satisfactorily.

[] Numbers in brackets designate courses listed only in earlier catalogs.

- * Not offered every year. Note: Unless specifically stated such courses will be offered in 1983-84.
- ** Course may be elected to fulfill in part the distribution requirement in Group A
- *** Course may be elected to fulfill in part the distribution requirement in Group B¹ or Group B² as designated
- **** Course may be elected to fulfill in part the distribution requirement in Group C
- A** Absent on leave
- A¹** Absent on leave during the first semester
- A²** Absent on leave during the second semester
- P** Part-time instructor

American Studies

AN INTERDEPARTMENTAL MAJOR

Director: Marini P

American Studies is a highly flexible, interdisciplinary program designed to illuminate varieties of the American experience. A wide selection of courses in different departments within the College may be taken for credit in the major. This flexibility enables students to develop individual programs of study. Students are encouraged to integrate diverse elements of American experience by working closely with their advisors and by taking courses which focus on what is enduring and characteristic in American culture.

Four courses in one department above the Grade I level and two Grade III units are required.

The following is a partial list of other courses available that may be included in an American studies major:

Anthropology 210 (2)

Racism and Ethnic Conflict in the United States and the Third World

Art 231 (1)

The Art and Architecture of the English Colonies and the United States to the Civil War

Art 232 (2)

The Art and Architecture of the United States from the Civil War to World War II

Black Studies 206 (1)

Introduction to Afro-American History 1500 - 1865

Black Studies 207 (2)

Introduction to Afro-American History, 1865 to Present

Black Studies 264 (1)

The Afro-American Literary Tradition

Black Studies 320 (1)

The Black Church in America

Economics 204 (2)

American Economic History

Economics 325 (1)

Law and Economics

Education 212 (1)

History of American Education

Education 307 (2)

Seminar. Law, Ethics, and Education

English 266 (1)

Early Modern American Literature

English 362 (1)

The American Renaissance: Thoreau, Emerson, Hawthorne, and Melville

English 363 (2)

Advanced Studies in American Literature

History 250 (1)

The First Frontier

History 252 (2)

The United States in the Nineteenth Century

History 253 (2)

The United States in the Twentieth Century

History 257 (2)

Women in American History

History 310 (1-2)

Social History of the United States

History 313 (1)

Development of American Law

History 337 (2)

Seminar. Individual and Community in American History

Philosophy 222 (2)

American Philosophy

Political Science 200 (1) (2)

American Politics

Political Science 311 (1)

The Supreme Court in American Politics

Political Science 313 (2)

American Presidential Politics

Political Science 340 (1)*

American Political Thought

Religion 218 (1)*

Religion in America

Religion 219 (2)*

Religion and Politics in America

Religion 220 (2)*

Religious Themes in American Fiction

Religion 318 (2)*

Seminar. American Religions

Anthropology

Professor:
Shimony

Henry R. Luce Visiting Professor:
Nader

Associate Professor:
Kohl (Chairman), Merry

104 (1) (2) Introduction to Anthropology

Consideration of man's place in nature. Brief survey of physical anthropology, archaeology and linguistics. Ethnological study of social and political systems, religion, and art. Examination of the nature of culture with examples primarily from non-Western societies.

Open to all students.

Mrs. Merry, Mrs. Shimony

106 (1) Introduction to Archaeology

A survey of the development of archaeology. The methods and techniques of archaeology are presented through an analysis of excavations and prehistoric remains. Materials studied range from early hominid sites in Africa to the Bronze Age civilizations of the Old World and the Aztec and Inca empires of the New World. Students will have the opportunity to participate in field excavations.

Open to all students.

Mr. Kohl

200 (2)* Current Issues in Anthropology

An examination of current controversial issues in anthropology. Topics covered will include Sociobiology, Race and Intelligence, Anthropological Interpretations of Malthus, the Culture of Poverty, and Neo-Colonialism.

Open to sophomores, juniors, and seniors without prerequisite, and to freshmen with previous anthropological experience, and by permission of the instructor.

Not offered in 1983-84.

Mrs. Shimony

204 (2) Physical Anthropology

The origin of man as a sequence of events in the evolution of the primates. This theme is approached broadly from the perspectives of anatomy, paleontology, genetics, primatology, and ecology. Explanation of the interrelationship between biological and sociobehavioral aspects of human evolution, such as the changing social

role of sex. Review of the human fossil record and the different biological adaptations of the polytypic species *Homo sapiens sapiens*. Open to all students.

Mr. Kohl

210 (2) Racism and Ethnic Conflict in the United States and the Third World

A comparative view of racial and ethnic conflict in Western and non-Western societies, focusing on underlying social processes and barriers to intercultural communication. Topics for discussion include the history of American immigration, racial conflict in American neighborhoods, school busing, separatist movements, refugee problems, and the competition for subsistence in multi-ethnic nations.

Prerequisite: 104 or one unit in Sociology, Black Studies, Political Science or Economics, or by permission of the instructor.

Not offered in 1983-84.

212 (1) The Anthropology of Law and Justice

A study of the role of law in various cultures and subcultures. Among the topics discussed will be the use of law for dispute settlement, the interplay between law and other institutions of a society, and the relation between judicial and extrajudicial systems. Anthropological considerations will throw light upon legal pluralism, the evolution of law and other problems of legal theory.

Open to all students.

Ms. Nader

234 (2)* Urban Poverty

An anthropological analysis of urban poverty in the U.S. and the Third World. Cultural and structural interpretations of poverty. The strategies of the poor for coping with poverty. Ameliorating poverty as a problem in applied anthropology. Prerequisite: 104 or one unit in Sociology, Political Science, Economics, or European History; open to juniors and seniors without prerequisite.

Not offered in 1983-84.

Mrs. Shimony

242 (2)* The Rise of Civilization

A comparative survey of the emergence of the Early Bronze Age civilizations in Mesopotamia, Egypt, the Indus valley, and Shang China, as well as pre-Columbian developments in Mesoamerica and Peru. The course will examine ecological settings, technologies, and social structures of the earliest complex urban societies.

Open to all students.

Mr. Kohl

243 (2)* Food Production: Origins and Development in the Old and New World

An examination of the beginnings of agriculture and domestication of animals in the Old and New World and a discussion of the causes and effects of the "neolithic revolution." A survey of traditional subsistence systems throughout the world, such as swidden agriculture, pastoral nomadism, and Asian wet-rice cultivation, and an examination of their effect on social development and structure.

Prerequisite: 104 or 106 or by permission of the instructor.

Not offered in 1983-84.

Mr. Kohl

244 (1)* Societies and Cultures of the Middle East

Comparative study of political, economic, and other social institutions of several major cultures of the Middle East. Traditionalism vs. modernization. International conflict in anthropological perspective.

Prerequisite: 104 or one unit in Political Science, Economics, Sociology, or History.

Mr. Kohl

245 (1)* Societies and Cultures of Central and South America

A survey of the tribal, rural, and urban peoples of South America, with attention to their histories and current social conditions. Topics include ecology and village economies, male/female roles, race and social class, religious groups and mass movements.

Prerequisite: 104 or one unit in Sociology, Political Science, Economics, or History.

Not offered in 1983-84.

248 (2)* African Cultures in Modern Perspective

A survey of the ethnological background and an analysis of cultural transformations of African institutions. Topics covered will include racial and ethnic conflict, stratification, leadership, militarization, economic modernization, and cult formation. Emphasis on West and South Africa.

Prerequisite: 104, or one unit in Political Science, Economics, Sociology, History, or by permission of the Instructor.

Mrs. Shimony

269 (1) The Anthropology of Sex Roles, Marriage, and the Family

An examination of the variations in sex roles and family life in several non-Western societies. Comparisons of patterns of behavior and belief systems surrounding marriage, birth, sexuality, parenthood, male and female power, and masculine and feminine temperament in non-Western and Western societies. Emphasis on the ways kinship and family life organize society in non-Western cultures.

Open to all students.

Mrs. Merry

301 (2) Anthropological Theory

Historical landmarks of anthropological thought. Examination of current evolutionary and functional theories of culture. Discussion of the relationship between personality and culture. Problems of method in anthropology.

Prerequisite: 104 and one Grade II unit, or permission of the instructor.

Mrs. Shimony

305 (1)* Social Anthropology

A comparative approach to the study of social organization. Emphasis is placed on the influence of ecology and economy, and on the roles of kinship, marriage, politics, and religion in the organization of tribal societies.

Prerequisite: 104 and one Grade II unit, or permission of the instructor. Not open to students who have taken [205].

Mrs. Merry

308 (1-2) Seminar for Materials Research in Archaeology and Ethnology 2

Topic for 1983-84. Mathematics and Computers in Archaeological Data Analysis. Use of mathematics, statistics, and computer technology in the management and analysis of archaeological data. Topics include file processing, simple programming, statistical packages, basic descriptive statistics, research design and sampling, multivariate methods, and simulation. Uses and misuses of mathematical methods for archaeological interpretation and theory building. Open by permission of the instructor.

Mr. Cowgill

317 (1)* Economic Anthropology

Analysis of economic structures of non-Western societies in relation to our industrial capitalistic system. Concentration on substantive issues in economic anthropology, such as the debate on the applicability of formal economic theory to simpler societies, the nature and importance of the economic surplus, and problems of scarcity and development.

Prerequisite: 104 and one Grade II unit of Anthropology or Economics or Sociology, or by permission of the instructor. Not open to students who have taken [217].

Not offered in 1983-84.

Mr. Kohl

342 (1)* Seminar on Native American Ethnology

Selected topics concerning Native Americans today. Ethnographic review of North American cultures. Problems of tribal and urban Indian communities, ethnic conflicts, the impact of recession, sovereignty and legal questions. Native Americans in literature and art.

Prerequisite: 104 and one Grade II unit in Anthropology, or Sociology, or Political Science, or permission of the instructor.

Mrs. Shimony

345 (2)* Anthropology of the City

Comparative analysis of the city in the United States and non-Western societies. Topics for discussion include the nature of urban kinship and friendship, social networks, the decline of community, urban social disorder, crime, the role of urban courts, urban housing and gentrification, as well as migration and housing in the developing world.

Prerequisite: 104 and one Grade II unit in Anthropology, or Sociology, or Political Science, or Economics.

Mrs. Merry

346 (2) Colonialism, Development and Nationalism: The Nation State and Traditional Societies

Joint MIT-Wellesley rotating seminar. Examination of the impact of modern national political systems on traditional societies as these are incorporated into the nation state. Focus on the nature of development, colonialism, and dependency and the implications for cultural minorities, technologically simple societies, peasant populations, and the urban poor. Topics related to an understanding of the impact of world capitalism on indigenous peoples will also be covered.

Prerequisite: two Grade II courses in any of the following: Anthropology, Sociology, Political Science, Economics, or by permission of the instructor.

Not offered in 1983-84.

Mrs. Merry, Ms. Jackson

350 (1) (2) Research or Individual Study 1 or 2

Open by permission to juniors and seniors.

370 (1-2) Thesis 2 to 4

Open only to honors candidates.

Cross-Listed Courses

Extradepartmental 217 (2)

Preparing for 1984: Ideology, Power and Control
For description and prerequisite see Extradepartmental 217.

Language Studies 114 (2)

Introduction to Linguistics
For description and prerequisite see Language Studies 114.

Directions for Election

Majors in anthropology must take eight courses (which may include courses from MIT's anthropology offerings), of which 104 and 301 are obligatory. In addition, at least one "methods" course is strongly suggested. Preferably this should be calculus or statistics in the mathematics department, or a computer science course, but it may also be the methods course offered by economics, psychology, or sociology (depending on the particular need and interest of the student).

Architecture

AN INTERDEPARTMENTAL MAJOR

Directors: Fergusson, Harvey A1

A major in architecture offers the opportunity for study of architectural history and practice through an interdisciplinary program. Following Vitruvius' advice on the education of the architect, the program encourages students to familiarize themselves with history and with a broad range of subjects in the humanities, sciences and social sciences. Courses in studio art, mathematics and physics lead to appreciation of the principles of design and the fundamental techniques of architecture.

The MIT-Wellesley exchange provides a unique opportunity for students to make use of resources of MIT—such as advanced courses in design and technique. Students are encouraged to consider travel or study abroad as important aspects of their education in architecture, and to take advantage of the wide resources of the College and the Department of Art in pursuing their projects.

A student majoring in architecture must take four courses above Grade I level and two Grade III units within the Department of Art. Students design their programs individually in consultation with the directors, and with faculty advisors in other fields. Each program must include courses in both art history and studio art.

Students are expected to include selections from the list below in their core programs.

History of Art

Art 203 (2)

Cathedrals and Castles of the High Middle Ages

Art 228 (1)

Nineteenth- and Twentieth-Century Architecture

Art 229 (1)

Renaissance and Baroque Architecture
Not offered in 1983-84

Art 231 (1)

The Art and Architecture of the English Colonies and the United States to the Civil War

Art 233 (1)*

Domestic Architecture and Daily Life

Art 254 (1)

Art of the City. Medieval, Renaissance, and Baroque Urban Form

Art 309 (1)

Seminar: Problems in Architectural History

Art 320 (1)

American Architecture in the Nineteenth Century

Art 332 (2)

Seminar: The Cathedrals of England

Art 345 (1) (2)

Seminar: Historical Approaches to Art for the Major

Studio Art

Art 105 (1) (2)

Drawing I

Art 206 (1)

Drawing II

Art 207 (1)

Sculpture I

Art 209 (1)

Basic Design

Art 210 (1)

Color

Art 218 (1)

Introductory Painting

Art 316 (2)

Life Drawing

Art 318 (2)

Intermediate Painting

MIT

4.01 (1)

Issues in Architecture

4.26 (2)

Built Form Observation

4.125 (1)

Design Studio Level I
(2 Wellesley units)

4.126 (2)

Design Studio Level II
(2 Wellesley units)

4.402J (2)

Basic Building Construction

Mathematics

Mathematics 102 (1) (2)

Applications of Mathematics without Calculus

Mathematics 115 (1) (2)

Calculus I

Mathematics 116 (1) (2)

Calculus II

Physics

Physics 104 (1)

Basic Concepts in Physics I

Physics 105 (1) (2)

General Physics I

Physics 106 (2)

Basic Concepts in Physics II

Physics 110 (1)

Advanced General Physics



Art

Professor:

O'Gorman A², Armstrong, Rayen A², Wallace,
Fergusson, Janis, Clapp (Chairman)

Associate Professor:

Marvin, Adams P, Harvey A¹

Assistant Professor:

MacNeil P, Carroll P, Freeman, Drew A¹,
Friedman A, Davies, Schmidt, Swift P, Lesley P

The Department of Art offers courses in the history of art, architecture, and in studio art. Some of the courses in art history include laboratory work in one or more media with which the course is concerned. One of the studio courses, 204, is a survey of the techniques of painting from the Middle Ages to the present, and is required of all art history majors. The department believes that laboratory training has great value in developing observation and understanding of artistic problems. However, no particular artistic aptitude is required, and the laboratory work is adjusted to the student's ability.

An art major may either concentrate in history of art, in history of architecture, or in studio art.

Stecher Scholarships are available to qualified students for the study of art abroad during the school year, Wintersession, or summer.

History of Art

100 (1-2) Introductory Course 1 or 2

A foundation for further study in the history of art. The major styles in Western architecture, sculpture, and painting from ancient Egypt to the present are presented in lectures and in conference sections. Some consideration of sculpture and painting of the Orient. Simple laboratory work requiring no previous training or artistic skill planned to give the student a greater understanding of artistic problems. One unit of credit may be given for 100 (1), but 100 (2) cannot be taken without 100 (1).

Open only to freshmen and sophomores.

The Staff

125G (2) Keeping the Arts Alive, Writing Course

See Writing Program for complete description.

Instructor:

Grossman P, Scharlack P, Rhodes, Hamilton P

Lecturer:

Gabhart P

150 (2) Colloquium

For directions for applying see p. 48. Open by permission to freshman and sophomore applicants. Limited to 15 students.

The Eloquent Object

An orientation to art using originals. Examination of the material properties of objects and the manner in which they may incorporate and express social, political, historical, literary, and aesthetic ideas. Extensive reading on art by poets, philosophers, and critics as well as art historians. Reading, conversation, writing and rewriting several short papers as well as field trips to Boston and Cambridge. A course in basic drawing or design to accompany this course is strongly advised but not required.

Not offered in 1983-84.

Ms. Janis

200 (1)* Classical Art

Topic for 1983-84: Roman Art. A survey of the arts of Imperial Rome. Principal focus on the period from Augustus to Constantine. Architecture, sculpture, and painting: the function of art in Roman society, the nature of Roman taste, and the influence of Roman art on later Western art. Topic for 1984-85: Greek art from the end of the Dark Ages to the death of Cleopatra. Open to sophomores, juniors, and seniors who have taken 100 (1) or 215, or by permission of the instructor.

Ms. Marvin

201 (2)* Egyptian Art

A survey of Egyptian architecture, sculpture, painting and minor arts from 3000 to 31 B.C. The course will trace historically the development of ancient Egyptian style, stressing sculpture and painting.

Open to sophomores, juniors, and seniors; and to freshmen who have taken 100 (1).

Ms. Marvin

202 (1) Medieval Art

Topic for 1983-84: Sculpture and Painting in the High Middle Ages. An examination of sculpture and painting in the 12th and 13th centuries principally in France and England with emphasis on changing concepts of placement, style, and meaning.

Open to all students.

Mr. Fergusson

203 (2) Cathedrals and Castles of the High Middle Ages

A study of the major religious and secular buildings of the Romanesque and Gothic periods with emphasis on France and England. Attention will be given to the interpretation and context of buildings and to their relationship to cult, political and urban factors. Occasional conferences.

Open to all students.

Mr. Fergusson

204 (1) (2) General Techniques Course

A survey of significant technical material related to the history of Western painting from the Middle Ages to the modern period. Laboratory problems of purely technical nature requiring no artistic skill.

Prerequisite: 100 (1) and (2) or permission of the instructor. 204 or 209 (1) is required of all art history majors.

The Staff

211 (2) Topics in Ethnographic Art

Topic for 1983-84. Arts of Black Africa. Style and iconography of sculpture and masking in relation to concepts of self, competition for power and the role of women; principles of African design and aesthetics.

Open to all students.

Ms. Adams

214 (2)* Art and Ideology

Case studies of selected monuments from the 5th through the 20th centuries A.D. affording a survey of important phases in the development in Western Christian and secular iconography. The historical context and ideological function of these works will be analyzed, allowing the class to consider the problem of the generation and demise of symbolic codes for political legitimization and dissent.

Prerequisite: 100 (1) and (2) or 215 and 216. Not offered in 1983-84.

Mrs. Carroll

215 (1) European Art through the Renaissance

The major movements in architecture, sculpture, and painting from ancient Egypt through the Renaissance. Students attend course 100 lectures and conferences. Reading and paper assignments differ from those of 100. Students will be assigned staff advisors.

Open only to juniors and seniors who have not taken 100.

The Staff

216 (2) Later European and Oriental Art

Western art from the Renaissance to the present with emphasis on painting, sculpture, and architecture. Some consideration of sculpture and painting of the Orient. Students attend course 100 lectures and conferences. Reading and paper assignments differ from those of 100. Prerequisite: same as for 215.

The Staff

217 (2)* Themes and Meaning in Asian Art

Topic to be announced.

Open to all students.

Not offered in 1983-84.

219 (1) Art in an Earthly Paradise: Painting and Sculpture of the Nineteenth Century

Survey of 19th-century European painting and sculpture with an emphasis on France. The relationship of academic ideals to emerging individualism is stressed as is the social context of artistic innovation and style. This year the course will be specially coordinated with the retrospective exhibition celebrating the 100th anniversary of the death of Edouard Manet which opens at the New York Metropolitan Museum in September 1983.

Open to sophomores who have taken 100 (1) and (2), by permission of the instructor to freshmen who are taking 100, and to juniors and seniors without prerequisite.

Ms. Janis

220 (1) Painting and Sculpture of the Later Sixteenth and Seventeenth Centuries in Southern Europe

A study of Italian and Spanish painting and sculpture from early Mannerism through the late Baroque. Among the principal artists studied are Michelangelo, Il Rosso Fiorentino, Pontormo, Parmigianino, Tintoretto, El Greco, the Carracci, Caravaggio, Bernini, Pietro da Cortona, Ribera, Velasquez, Tiepolo.

Open to sophomores who have taken 100 (1) and (2), and to juniors and seniors without prerequisite.

Mr. Wallace

221 (2) Seventeenth-Century Art in Northern Europe

Dutch and Flemish painting, drawing and printmaking of the 17th century with emphasis on Rubens, Van Dyck, Hals, Rembrandt, and Vermeer.

Prerequisite: same as for 220.

Mrs. Carroll

224 (1-2) Modern Art 1 or 2

The course will examine the development of modern art from its roots in late 19th century Post Impressionism to the present day. It will emphasize the 20th century *avant garde* movements in Europe and America, focusing on such provocative historical events as Picasso's invention of Cubism, the development of abstract styles, the "anti-art" of Dada, and the rich variety of contemporary styles. The class will view 20th-century collections and exhibitions in the Boston area. For students joining 224 for the 2nd semester, preparatory reading will be required. Prerequisite: 100 (1) and (2), or 216 or 219, or by permission of the instructor.

Ms. Freeman

225 (1)* Cinema

Detailed analysis of selected fiction and nonfiction films. Classics of world cinema, products of the Hollywood studio system, documentary features and shorts, and the work of controversial experimental and *avant garde* filmmakers.

Open to all students.

Not offered in 1983-84.

228 (1) Nineteenth- and Twentieth-Century Architecture

A survey of the major movements in architecture in Europe and the United States from Neo-Classicism to the present.

Open to all students.

Mr. Rhodes

Art 229* Renaissance and Baroque Architecture

A survey of architecture in Europe from 1400 to 1750 with particular emphasis on Italy.

Open to all students.

Not offered in 1983-84

Ms. Friedman

231 (1) The Art and Architecture of the English Colonies and the United States to the Civil War

A survey of colonial and early republican painting, sculpture, and architecture. Emphasis is on the contributions of the major figures, and the relationship between art/architecture and political, social, and literary history.

Prerequisite: 100 (1) and (2).

Mr. O'Gorman

232 (2) The Art and Architecture of the United States from the Civil War to World War II

A survey of painting, architecture, and sculpture to the foundation of the "New York School". Emphasis is upon the contributions of major figures, and the relationship between art/architecture and political, social, and literary history.

Prerequisite: same as for 231.

Mr. Rhodes

233 (1)* Domestic Architecture and Daily Life

A survey of European and American houses, their design and use from the late Middle Ages to the present. Economic and social conditions will be stressed, with particular attention to changes in family structure and the role of women. The use of rooms and furnishings will also be discussed.

Open to all students.

Not offered in 1983-84.

Ms. Friedman

248 (1) Chinese Art

Topic for 1983-84. A study of Chinese painting from the Han Dynasty to the Ch'ing. The course will examine in equal parts the origins of representational painting leading to the classical art of Sung, and the literati schools of the Yüan and later dynasties.

Open to all students.

Mrs. Clapp

249 (2) Far Eastern Art

Topic for 1983-84: Japanese art. An introduction to the sculpture and pictorial arts of Japan from the early Buddhist period through the 18th-century woodblock print.

Open to all students.

Mrs. Clapp

250 (1)* From Giotto to the Art of the Courts: Italy and France, 1300-1420

Topics to be explored are: the great narrative tradition in Italian painting and sculpture – Giotto, Duccio, and Giovanni Pisano; the Sienese painters Simone Martini and the Lorenzetti in the context of the Italian medieval city state; the reaction of artists to the Black Death of 1348; French manuscript painting under Valois patronage, especially the Limbourg Brothers and Jean Duc de Berry; and the International Gothic Style in Italy – Ghiberti, Lorenzo Monaco and Gentile da Fabriano.

Open to sophomores who have taken 100 (1) and to juniors and seniors without prerequisite.

Ms. Armstrong

251 (2) Italian Renaissance Art

Painting and sculpture in Italy in the 15th and early 16th centuries. Topics included in this survey are: the formation of the Early Renaissance style by Masaccio, Donatello, and Ghiberti; the development of sculpture in relation to architecture in Luca della Robbia; Medici patronage; the spread of the Renaissance outside of Florence by Piero della Francesca, Mantegna and Bellini; and the formation of the High Renaissance by Leonardo, Raphael, and Michelangelo.

Prerequisite: same as for 250.

Ms. Armstrong

254 (1)* Art of the City: Medieval, Renaissance, and Baroque Urban Form

The course surveys the history of urban form from antiquity to the late 18th century with emphasis on medieval and Renaissance urban phenomena in Italy, France, and Great Britain. Topics include: introduction to Greek and Roman city planning; medieval town types such as market towns, cathedral towns, and planned "new towns"; medieval Siena and its public art; Italian Renaissance architectural theory and practice in relation to the city; Renaissance and Baroque innovations in French and English cities.

Open to sophomores who have taken 100 (1) and (2), or 202 or 203 or 250 or 251, to juniors and seniors without prerequisite, or by permission of the instructor.

Not offered in 1983-84.

Ms. Armstrong

304 (2)* Problems in Italian Sculpture

Major Italian Renaissance sculptors of the 15th and 16th centuries will be considered. Topics include: the formation of the Early Renaissance style by Donatello and Ghiberti; the revival of interest in antique sculpture; patterns of patronage and its effect on Luca della Robbia, the Rossellini, and Verrocchio; the High Renaissance sculpture of Sansovino and Michelangelo; and the Mannerist sculpture of Benvenuto Cellini and Giovanni Bologna.

Open to sophomores who have taken 220 or 251, to juniors and seniors who have taken or are taking one Grade II unit in history of art, or by permission of the instructor.

Not offered in 1983-84.

Ms. Armstrong

305 (1) The Graphic Arts

A history of prints and visual communication from the time of Gutenberg to the present alternating between the achievements of great masters such as Dürer, Rembrandt, Goya, Picasso, and the proliferation of popular imagery and ephemera leading to the invention of photography. Emphasis is on class participation, the examination of originals, rewriting short papers, as well as occasional field trips to collections in the Boston area.

Open only to seniors.

Not offered in 1983-84.

Ms. Janis

Offered in 1984-85.

306 (2) History of Photography

A seminar treating the language of photography and its peculiar formal code. Treats work by amateurs as well as professionals and artists in 19th- and 20th-century France, England, and America. Topics range from problems of realism and documentary to what constitutes art in photography. Students will also learn how photography has affected the study of art history. Emphasis is on student discussion, writing and rewriting from originals. Laboratory is not only required but constitutes a fundamental aspect of this course. Limited to 20 students.

Open to juniors and seniors who have taken 219 or 305 or by permission of the instructor.

Ms. Janis

309 (1)* Seminar: Problems in Architectural History

Topic to be announced

Open to students who have taken a 200-level course in architecture, or by permission of the instructor.

Not offered in 1983-84.

Ms. Friedman

311 (2)* Northern European Painting and Printmaking

Painting and printmaking in Northern Europe from the late 14th through the 16th centuries. Emphasis on Jan van Eyck, Rogier van der Weyden, Bosch, Dürer, and Pieter Brueghel the Elder.

Open to sophomores who have taken 202 or 250, to juniors and seniors who have taken or are taking one Grade II unit in the department, or by permission of the instructor.

Mrs. Carroll

312 (2)* Problems in Nineteenth- and Early Twentieth-Century Art

This study of special problems of critical interpretation takes into account art's relationship to literature and social context. Emphasis is on extensive reading, class discussion and sustained research culminating in a long paper. Reading knowledge of French is desirable. For 1983-84 see Experimental Course 325 (2) Seminar. The Art and Politics of the Nude.

Prerequisite: 219 or permission of the instructor. Not offered in 1983-84.

Ms. Janis

Offered in 1984-85

320 (1) American Architecture in the Nineteenth Century

Topic for 1983-84: H. H. Richardson and His Circle. A seminar devoted to the study of the architecture of Henry Hobson Richardson (1838-86). Special emphasis will be placed on the contributions to that architecture of Richardson's contemporaries in other fields, including O. W. Norcross, the builder, F. L. Olmsted, the landscape architect and social critic; Henry Adams, the writer; Clarence King, geologist; John LaFarge, painter; Augustus Saint Gaudens, sculptor; and others. Students are urged to read Henry Adams' novel, *Esther* (1884), before the first class. Lectures, field trips, reading, research papers. Limited to ten students.

Prerequisite: 100 (2) or 231, or by permission of the instructor.

Mr. O'Gorman

330 (2) Seminar. Venetian Renaissance Art

Selected problems in Venetian painting, architecture, and patronage from 1450 to 1600. Consideration of major works by Giovanni Bellini, Carpaccio, Giorgione, Titian, Veronese, and Tintoretto, as well as the architecture, sculpture, and urban projects of Jacopo Sansovino and Andrea Palladio. The importance of the revival of classical antiquity will be stressed. Some consideration of Venetian book decoration and at least one session in the Wellesley Rare Book Collection will be included.

Prerequisite: any Grade II or Grade III course in Renaissance art or history, or by permission of the instructor.

Ms. Armstrong

332 (2)* Seminar. The Cathedrals of England

Not offered in 1983-84.

333 (1) Seminar. The High Baroque in Rome

Topic for 1983-84, the art and architecture of Gian Lorenzo Bernini, Francesco Borromini and Pietro da Cortona

Prerequisite: 220 or by permission of the instructor.

Mr. Wallace

334 (2)* Seminar. Problems in Archaeological Method and Theory

Not offered in 1983-84.

Miss Marvin

335 (1) Seminar. Art of Our Time

The seminar will explore crucial issues of contemporary art, examining in detail particular artists, art forms, and critical concepts. The class will view works in museums, galleries, collections, and studios in the Boston area. Each student will present a report to the group on a topic of her choice which will provide a basis for her final paper.

Admission is by permission of the instructor. 224 is strongly recommended as background. Choice of seminar members will be based on their interest in actively engaging in contemporary art.

Ms. Freeman

336 (1) Seminar. Museum Problems

An investigation of the history and structure of the museum, the philosophy of exhibitions and acquisitions, and the role of the museum in modern society, combining the theory and practice of all aspects of museum work. Problems of conservation, exhibition, acquisition, publication, and education will be discussed. If the museum schedule permits, students will be involved in the planning and mounting of an exhibition. Visits to museums and private collections in the area will be arranged. Limited enrollment.

Open by permission of the instructor to junior and senior art majors.

Ms. Gabhart

337 (2)* Seminar. Chinese Painting

Topic to be announced.

Prerequisite: 248 or by permission of the instructor.

Not offered in 1983-84.

Mrs. Clapp

Offered in 1984-85.

340 (2) Seminar. Art in America

Not offered in 1983-84.

Mr. O'Gorman

345 (1) (2) Seminar. Historical Approaches to Art for the Major

Comparative study of the major art historical approaches and their philosophical bases: connoisseurship, iconography, theories of the evolution of art, theories of style, psychoanalysis and art, psychology of perception, and theories of art criticism. Strongly recommended to all art majors.

Open to juniors and seniors who have taken or are taking one Grade II unit in the department.

Ms. Janis (1), Mr. Rhodes (2)

350 (1) (2) Research or Individual Study 1 or 2

Open to qualified students by permission of the instructor and the chairman of the department.

370 (1-2) Thesis 2 to 4

Open only to honors candidates.

BOSTON MUSEUM OF FINE ARTS SEMINAR

A limited number of qualified students may elect for credit seminars offered by the curators of the Boston Museum of Fine Arts. These are held in the museum and use objects from the collections for study. For enrollment procedures, consult the department chairman.

First Semester**Art in Boston, 1870-1920: Problems and Issues**

Using the Museum of Fine Arts Collections this seminar will seek new approaches to understanding the city's conservative taste despite its intellectual curiosity. Primary concerns: responses for and against various kinds of "modern" art, including Sargent, Homer, Whistler, French Impressionism, the Armory Show; the innovative nature and importance of new cultural institutions such as the Public Library, the Museum of Fine Arts and its Art School, the St. Botolph Club, the Copley Society, the Isabella Stewart Gardner Museum.

Instructor: Trevor Fairbrother

Application of Science in Examination of Works of Art

A lecture series will discuss the nature of materials used in various types of art objects, historical methods of winning these materials, history of technology connected with the materials, methods of manufacture of art objects, decay and corrosion processes, methods of examination and analytical techniques used in museum laboratories. The students will form small teams which will perform an actual technical examination of an object from the Research Laboratory's study collection.

Prerequisite: art history or archaeology and some basic science courses, especially chemistry.

Instructor: L. van Zelst

Second Semester

The Graphic Work of Francisco Goya

An exploration of Goya's prints and drawings with an emphasis on their meaning to Goya's contemporaries.

Prerequisite: one year of European History of Art or knowledge of Spanish Literature and History during Goya's lifetime.

Language Requirements: reading knowledge of Spanish, French or German. Spanish preferred

Instructor: *Eleanor A. Sayre*

Ethnoarchaeology of the Sudan

The antiquity of the modern tribes of the Upper Nile and the Red Sea littoral can be documented in the art and literature of ancient Egypt, Kush, and classical Greece and Rome. Such sources, which portray or describe many of the peculiar characteristics and habits of peoples living even now in the Sudan, provide dramatic evidence of the early distribution of these tribes in the same regions and proof of a strong cultural and ethnic continuity to modern times, despite changing environmental conditions and the inroads of Christianity and Islam. Comparing the evidence from ancient art, literature, and archaeology with modern anthropological knowledge, the course will offer rudimentary theoretical histories of these diverse non-literate groups, showing how they may have interacted with one another and how they also interacted with and may have been influenced by the civilizations of Egypt, Kush, Rome, and Islam.

Instructor: *Timothy Kendall*

Cross-Listed Courses

Anthropology 308 (1-2) 2

Seminar for Materials Research in Archaeology and Ethnology

For description and prerequisite see Anthropology 308.

Experimental 325 (2)

Seminar. The Art and Politics of the Nude

For description and prerequisite see Experimental 325.

Directions for Election

History of Art

An Art major concentrating in history of art must elect both semesters of 100 (unless an exemption examination is passed), or 100 (1) and 150; 204 or the first semester of 209 (not the second semester), and at least five further units in history of art. For distribution, students must elect at least one unit each in three of the following six areas of specialization: ancient, medieval, Renaissance, Baroque and 18th century, 19th and 20th centuries, non-Western art. Among the three areas elected one must be either previous to 1400 A.D. or outside the tradition of Western European art and architecture. (This new requirement does not apply to majors of the Class of 1984.) Art 305 and 345 may not be used to meet this distribution requirement. If approved by the chairman, courses elected at other institutions may be used to meet the distribution requirement. Although the department does not encourage overspecialization in any one area, by careful choice of related courses a student may plan a field of concentration emphasizing one period or area, for example, medieval art or oriental art. Students interested in such a plan should consult the chairman of the department as early in the freshman or sophomore year as possible.

Students intending to major in history of art should plan to take 204 or 209 (1) in the second semester of the sophomore year or in the first semester of the junior year.

Art 345 is strongly recommended for all majors, especially those who are considering graduate study in History of Art.

A reading knowledge of German and French, or Italian, is strongly recommended for majors.

Students intending to major in art history whose high school preparation does not include a thorough grounding in history should take History 100 and 101. They should also consult the Catalog carefully for other courses in history as well as in literature, religion, philosophy, and music, which will be relevant to their interests.

Students interested in graduate study in the field of conservation of works of art should consult with the chairman of the department regarding chemistry requirements for entrance into conservation programs. Ordinarily at least two semesters of chemistry at the college level should be elected.

The attention of students is called to the interdepartmental major in Architecture, in Classical and Near Eastern Archaeology, and in Medieval/Renaissance Studies.

Studio Art

Studio courses meet twice a week for double periods.

105 (1) (2) Drawing I

Introductory drawing with emphasis on basic forms in spatial relationships. Stress on the essential control of line in a variety of media. Open to all students.

The Staff

108 (1) (2) Photography I

Photography as a means of visual communication. Problems dealing with light, tonal values, two- and three-dimensional space, documentary and aesthetic approaches to the medium. Emphasis on printing and critical analysis of photographs. Limited enrollment.

Open by permission of the instructor.

Mr. Swift

204 (1) (2) General Techniques Course

A survey of significant technical material related to the history of Western painting from the Middle Ages to the modern period. Included are laboratory problems of purely technical nature requiring no artistic skill.

Prerequisite: 100 (1) and (2) or permission of the instructor. 204 or 209 (1) is required of all art history majors.

Mr. Drew (2)

206 (1) Drawing II

Drawing problems dealing with line, value, structure, space, and abstraction. Students use various drawing materials including graphite, charcoal, wash, and monotype. Stress on developing an individual project during the course.

Prerequisite: 105.

Ms. Schmidt

207 (1) Sculpture I

An exploration of sculptural concepts through the completion of projects dealing with a variety of materials including clay, wood, plaster, and metals with an introduction to basic foundry processes. Some work from the figure will be introduced. Studio fee for materials: \$30. Prerequisite: 105 or 209 (1 or 2), or permission of the instructor

Ms. Davies

208 (2) Photography II

The development of the student's personal photographic vision. Each student completes a book of photographs. Study of the work of master photographers and various forms of the photographic book.

Prerequisite: 108 or permission of the instructor.

Ms. MacNeil

209 (1) Basic Design

A series of problems in two-dimensional design intended to develop both observational and formal skills. Introduction to line, shape, color, structure, and other tools of the artist. Design involves the formation of an effective visual statement. Either semester may be taken independently. Open to all students.

Ms. Schmidt

209 (2) Basic Design

The introduction of three-dimensional design stressing various formal and spatial concepts related to sculpture and architecture. A wide range of materials will be handled through the completion of several problems as well as the construction of a final project. Either semester may be taken independently.

Open to all students.

Ms. Daves

210 (1) Color

Basic problems in the interaction of color. Special attention will be given to considerations of value, intensity and the natural mutability of hue.

Open to all students.

Not offered in 1983-84.

Mr. Rayen

212 (2) Printmaking

Emphasis on intaglio printmaking as an original and creative medium in itself. Basic approaches to working on zinc, including etching, aquatint, soft ground, lift ground, and various methods of printing in color. Monotypes, possessing unique qualities of their own, will also be explored. Class limited to 14. Studio fee for materials: \$30.

Prerequisite: 105 or 209 (1), or permission of the instructor.

Ms. Schmidt

218 (1) Introductory Painting

A study of basic forms in plastic relationships in a variety of media

Prerequisite: 105 or 209 (1), or permission of the instructor.

Mr. Rayen

307 (1) Sculpture II

A continuation on a more advanced level of sculptural issues raised in Sculpture I. Through the completion of projects including working from the figure, metal welding, or wood construction, and metal casting in the foundry. Studio fee for materials: \$30.

Prerequisite: 207 or permission of the instructor.

Ms. Davies

316 (2) Life Drawing

Intensive analysis of anatomy, perspective, composition, chiaroscuro, with direct visual observation of the model.

Prerequisite: 105.

Mr. Drew

317 (2) Seminar. Problems in the Visual Arts

Concentrated study of individual problems in a variety of media. Each student will be required to formulate a specific project to pursue throughout the semester. Emphasis will be given to group discussions and criticisms on a regular weekly basis. The attention of all studio majors is drawn to this course; it is especially recommended as advanced preparation for those who are contemplating a 350 or 370 project.

Prerequisite: 206, 207, 316, 318, or by permission of the instructor.

Ms. Harvey

318 (2) Intermediate Painting

Continuing problems in the formal elements of pictorial space, including both representational and abstract considerations.

Prerequisite: 105 and 218.

321 (1) Advanced Painting

Advanced studies in painting. Each student will be required to establish and develop personal imagery. Emphasis will be given to the roles which observation and memory play in the development of individual concepts.

Prerequisite: 318.

Not offered in 1983-84.

Ms. Harvey

350 (1) (2) Research or Individual Study 1 or 2

Open to qualified students by permission of the instructor and the chairman of the department.

370 (1-2) Thesis 2 to 4

Open only to honors candidates.

Applied Arts Program

In addition to the regular studio curriculum, a separately funded program makes it possible to offer one noncredit course each year in such fields as metal casting and enameling, ceramics, woodworking, and weaving. Topic for 1983-84. To be announced.

Directions for Election**Studio Art**

An art major concentrating in studio art must elect 100 (1 and 2), 105, 209 (1 and 2), plus a minimum of four additional Grade II or Grade III units in studio art. Course 100 is counted toward the degree but not toward the major. Since the department believes in the importance of an understanding of the history of art, the attention of students is drawn particularly to 224 (1 and 2) and 219 (see History of Art).

For students particularly interested in design, attention is further drawn to Theatre Studies 206.

Astronomy

Professor:
Birney (Chairman)

Assistant Professor:
Little-Marenin A, Hagen, French P

103 (1) (2) Introduction to Astronomy

A survey of the solar system, stars, galaxies and cosmology. Two periods of lecture and discussion weekly; laboratory in alternate weeks, and unscheduled evening work at the Observatory for observation of stars and constellations, and use of the telescopes.

Open to all students.

The Staff

104 (1) Recent Developments in Astronomy

Contemporary topics in optical, radio, and space astronomy. Topics include cosmology, pulsars, quasars, black holes, exploration of the planets, and extraterrestrial communication. Not to be counted toward the minimum major.

Prerequisite: 103, or by permission of the instructor.

125A (1) Turning Points in Astronomy, Writing Course

See Writing Program for complete description.

206 (1) Basic Astronomical Techniques I

Visual and photographic use of telescopes. Optics applied to astronomical instruments. Astronomical coordinate systems. Spherical trigonometry. Conversion of time and use of Ephemeris. Star catalogs. Photometry.

Prerequisite: 103 and a familiarity with trigonometric functions.

Mr. Birney

207 (2) Basic Astronomical Techniques II

Measurement of stellar radial velocities. Spectroscopy. Classification of stellar spectra. Applications of the Method of Least Squares and statistical methods. The semester's work includes an independent project at the telescope. Prerequisite: 206 and some familiarity with calculus.

Mr. Birney

210 (1) Astrophysics I

The physical principles behind the analyses of stars, interstellar matter and galaxies.

Prerequisite: 103 and Physics 106 or 110 taken previously or concurrently, or by permission of the instructor. Not open to those who have taken [204].

Mr. French

302 (2)* Galaxies and Cosmology

Study of distribution and kinematics of the stellar and nonstellar components of the Milky Way galaxy and of other galaxies. Extragalactic topics, including cosmology, peculiar and active galaxies, and quasistellar sources will be treated. Prerequisite: 210 or [204] and Mathematics 116. Not offered in 1983-84.

Ms. Little-Marenin

304 (1)* Stellar Atmospheres and Interiors

The formation of continuous and line spectra in stellar atmospheres. An introduction to stars with unusual spectra. The structure of and energy generation in stellar interiors. Stellar evolution. Prerequisite: [204] or 210 and Mathematics 205. Physics 204 or [200] is recommended.

Ms. Hagen

307 (2)* Planetary Astronomy

Study of the properties of planetary atmospheres, surfaces and interiors with emphasis on the physical principles involved. Topics covered include the origin and evolution of the planetary system, comparison of the terrestrial and giant planets, properties of minor bodies and satellites in the solar system and inadvertent modification of the earth's climate. Recent observations from the ground and from spacecraft will be reviewed.

Prerequisite: 210 or [204] and Physics 106 or 110 or permission of the instructor for interested students majoring in geology or physics.

Ms. Hagen

310 (2) Astrophysics II

Kinematics and dynamics of stars and stellar systems, galactic structure, special and general relativity, and cosmological models.

Prerequisite: 210 or [204].

Mr. French

349 (1)* Selected Topics

Topics in previous years have included variable stars, galaxies, stars of special interest.
Open by permission of the instructor
Not offered in 1983-84

350 (1) (2) Research or Individual Study 1 or 2

Open to juniors and seniors by permission.

370 (1-2) Thesis 2 to 4

Open only to honors candidates.

Cross-Listed Courses**Mathematics 205 (1) (2)**

Intermediate Calculus
For description and prerequisite see Mathematics 205.

Physics 204 (2)

Modern Physics
For description and prerequisite see Physics 204.

Directions for Election

The following courses form the minimum major 103, 206, 207, 210, 310; Mathematics 205, Physics 204 and either 201 or 202, one more Grade III course in Astronomy plus an additional Grade III course in Astronomy or Physics. Extradepartmental 110 and 216 are strongly recommended. In planning a major program students should note that some of these courses have prerequisites in mathematics and/or physics. Additional courses for the major may be elected in the Departments of Physics, Mathematics, and Astronomy.

A substantial background in physics is required for graduate study in Astronomy.

A student planning to enter graduate school in astronomy should supplement the minimum major with courses in physics, including Physics 306 and other Grade III work. The student is also urged to acquire a reading knowledge of French, Russian, or German.

See p. 10 for a description of Whitin Observatory and its equipment.

Biological Sciences

Professor:

Widmayer, Allen, Coyne (Chairman)

Associate Professor:

Webb, Harris, Hirsch, Eichenbaum

Assistant Professor:

Williams, Hendricks A, Smith A, Langman, Standley, Tassinari, Sommers-Smith P

Laboratory Instructor:

Muise, Dermody, Hall, Hacopian, Hoult, Paul, DePamphilis

Unless otherwise noted, all courses meet for five periods of lecture, discussion, and laboratory weekly, except for seminars that meet for two periods.

108 (2) Horticultural Science

Fundamentals of cultivation and propagation of plants, the effects of chemical and environmental factors on their growth, and methods of control of pests and diseases. Laboratory includes work in the field and in the greenhouses. Not to be counted toward the minimum major in biological sciences.

Open to all students except those who have taken 111.

Mrs. Standley, Ms. Hirsch, Mrs. Muise

109 (1) Human Biology

Study of human anatomy and physiology of man including some work on genetics, evolution, nutrition, reproduction and embryology. Two lectures weekly with a double period every other week for demonstration-discussions. Does not meet the laboratory science distribution requirement. Not to be counted toward the minimum major in biological sciences. Open to all students except those who have taken 111.

Mr. Langman, Mrs. Tassinari, Mr. Hacopian

110 (2) Cell Biology

Eukaryotic and prokaryotic cell structure, chemistry, and function. Cell metabolism, genetics, cellular interactions and mechanisms of growth and differentiation.

Open to all students.

The Staff

111 (1) Biology of Organisms

Major biological concepts including the evolution, ecology, and the structure and function relationships of multicellular plants and animals.

Open to all students.

The Staff

200 (2) Cellular Physiology

A study of the experimental basis for current concepts in cellular physiology using plant, animal, and microbial models. Topics may include enzyme kinetics, thermodynamics, membrane structure, intercellular communication, intracellular messengers, the photochemistry of photosynthesis and vision; normal and uncontrolled cell proliferation, cytoskeletons; irritability of cells. Prerequisite: 110 and 111 and one unit of college chemistry.

Mrs. Coyne, Mr. Harris, Miss Widmayer, Mrs. DePamphilis

201 (1) Ecology

The relationships among living organisms and the environment, including population growth and regulation, intraspecific and interspecific interactions, ecosystem structure and function, and biogeography. Emphasis on evolutionary aspects of ecology. Laboratory exercises include extensive field work and data analysis.

Prerequisite: 111 or 109 or permission of the instructor.

Mr. Williams, Ms. Standley

203 (1) Comparative Physiology and Anatomy of Vertebrates

A study of the functional anatomy of vertebrates. The course will cover topics in thermoregulatory, cardiovascular, respiratory, digestive, endocrine and muscle physiology. There will be some emphasis on locomotory adaptations and comparative environmental physiology. The laboratory sessions will be divided between anatomy and physiology.

Prerequisite: 111, 109 or AP Biology and permission of the instructor.

Mr. Langman, Mrs. Hoult

204 (1) Plant Biology

Introduction to the study of plants for biology majors and nonmajors. The first part of the course introduces the student to the diversity of the plant kingdom by surveying plant life histories, structure and evolution from the algae to the angiosperms. The second part of the course emphasizes the physiology of plants. Laboratories rely heavily on living material cultured in the growth chambers and greenhouse collections.

Prerequisite: either 111, 108, or equivalent course or by permission of the instructor.

Mr. Harris, Ms. Hirsch

205 (1) Genetics

Principles of inheritance, structure and function of hereditary informational molecules, application of genetic principles to biological problems. Laboratory and lecture material selected from plant, animal, microbial, and human studies with some emphasis on the development and use of recombinant DNA methodology.

Prerequisite: 110 or by permission of the instructor.

Miss Widmayer, Mr. Webb, Mrs. Dermody, Mrs. Hall

206 (1) Histology-Cytology I: Cell and Tissue Structure

The microscopic organization of animal cells and tissues. Ultrastructural and cytochemical features considered, especially in relation to functional activity. Laboratory study includes direct experience with selected histological and histochemical techniques.

Prerequisite: 110.

Mrs. Sommers-Smith

209 (2) Microbiology

Introduction to the microbial world with emphasis on representative groups of bacteria and viruses. A detailed consideration of biological principles which characterize microbes and their activities in nature. Microbial pathogenicity and human diseases will also be considered.

Prerequisite: 110 and one unit of college chemistry.

Mrs. Allen

210 (2) Invertebrate Zoology

Comparative study of the major invertebrate groups emphasizing evolutionary trends and adaptations to the environment. Includes investigation of structure and function and field studies of ecological relationships.

Prerequisite: 111 or 109 or by permission of the instructor.

Mr. Williams

212 (1) Fundamentals of Plant Structure

Study of how plants are constructed starting with the cell, leading to the organization of cells into tissues and the grouping of the tissues into the organs of the plant, leaf, stem and root. The development of the various plant structures as well as their adaptations to specific environments will also be considered. A brief survey of the vascular plants is included to illustrate evolutionary changes of plant structure. Laboratory includes light microscopy and related techniques and observation of living material from the greenhouses.

Prerequisite: 111, 108 or the equivalent or by permission of the instructor.

Not offered in 1983-84.

Ms. Hirsch

213 (1) Introduction to Psychobiology

An introduction to the study of the relationship between the nervous system and behavior with particular emphasis on the structure and function of the nervous system. Topics include basic neuroanatomy and neurophysiology, and brain mechanisms involved in such aspects of behavior as emotion, language, motivation, memory, sensation, and cognition. Emphasis on comparison of experiments with animal and human subjects in an effort to shed light on human cognitive functions. Laboratory.

Prerequisite: Psychology 101, and Biology 111 or 109.

Mr. Eichenbaum, Mrs. Koff

216 (2) Concepts in Growth and Development

Introduction to principles governing the growth and development of organisms. Lectures and laboratory integrate the use of plant, animal and microbial systems to illustrate concepts of development from the molecular to the gross morphological level.

Prerequisite: 110 and 111 or by permission of the instructor

Ms. Hirsch, Mrs. Tassinari

302 (2) Animal Physiology

A comparative study of organ systems and neuroanatomy in vertebrates. This course will cover topics in cardiovascular, respiratory, digestive, excretory, endocrine, sensory, neural, and muscle physiology. Students gain experience in the use of various physiological measuring devices such as polygraphs, strain gauges, pressure transducers, stimulators, and oscilloscopes.

Prerequisite: 200 or 203 or 213 or by permission of the instructor.

Mr. Langman, Mrs. Tassinari, Mr. Hacopian

304 (2) Histology-Cytology II: Structure of Organ Systems

Analysis of the microscopic organization of organ systems, particularly those of the mammal. Detailed examination of selected specialized cells, the relationship of ultrastructural and cytochemical features to principal physiological processes.

Prerequisite: 206.

Mrs. Sommers-Smith, Mr. Hacopian

305 (1) Seminar. Genetics

Topic for 1983-84. Extrachromosomal Genetic Elements. Critical examination and analysis of current understanding of the structure and role of extrachromosomal DNA and its influence on the structure and expression of chromosomal genes. Consideration of endosymbionts, transposable elements, plasmids and of recombinant and organelle DNA in a variety of eukaryotic systems.

Prerequisite: 205 and either 200 or Chemistry 211 and permission of the instructor or chairman.

Miss Widmayer

306 (1) Developmental Biology and Embryology

The first part of the semester is devoted to the study of human ontogenetic development, including some immunological aspects of pregnancy. The remainder of the semester is spent discussing current areas of interest in developmental biology (e.g., tumorogenesis, oncogenes, organization and operation of the genome, organelle biogenesis). Emphasis on the experimental approaches used in determining the cellular and molecular mechanisms involved in developing systems. Students undertake group research projects which are designed to

familiarize them with some of the methodology and equipment currently utilized in the experimental analysis of development (e.g., recombinant DNA technology, DNA cloning/sequencing; RNA isolation and characterization).

Prerequisite: 216. Students without 216, who have taken 200 or 205, may enroll only with the permission of the instructor.

Mr. Webb

307 (2) Topics In Ecology

Topic for 1983-84: Advanced Ecology. Issues and controversies in ecology, including the regulation of population growth, role of competition, determinants of community structure, influence of coevolution, and application of ecological principles to environmental problems. Readings from the current literature. Laboratories will include independent projects. Topic for 1984-85: Plant Ecology.

Prerequisite: 201 or by permission of the instructor.

Mr. Williams

309 (1) Experimental Plant Biology

A series of research projects will be conducted involving various aspects of plant biochemistry. The experiments will involve enzyme analysis and purification, leaf fluorescence, sucrose density gradient separations, SDS gel electrophoresis and the various methodologies utilized to measure photosyntheses. One two-hour class meeting (for discussion of experimental results and relevant publications) plus laboratory.

Prerequisite: 200 and two units of college chemistry.

Mr. Harris

310 (1) Topics in Plant Biology

Topic for 1983-84. Symbiosis and its genetic manipulation for greater plant productivity. Consideration of biological nitrogen fixation, resulting from the symbiotic relationship between green plants and bacterial endosymbionts. Discussions and readings will include genetic manipulation of either host or bacterium, and other symbiotic associations including mycorrhizae (fungi/plant roots) and lichens (algae/fungi).

Prerequisite: 205, 216 or plant biology course recommended

Ms. Hirsch

312 (1) Seminar. Endocrinology

Selected topics on the regulation and action of hormones and neurohormones in vertebrates. Emphasis on the study of current literature. Prerequisite: 200 and 205 or permission of the instructor. 302 is strongly recommended.

Mrs. Coyne

313 (1) Microbial Physiology and Cytology

The study of the chemical activities (cellular growth and its physiological basis, metabolic patterns, biochemical genetics, and relation of structure to function) of microorganisms as model systems in order to explain living processes in molecular terms. Emphasis on experimental approaches and current literature. In the laboratory, groups carry out a number of experimental problems designed to allow the development of research techniques and analysis.

Prerequisite: 200 and 205 or permission of the instructor.

Mrs. Allen

314 (1) Topics in Microbiology

Topic for 1983-84. Industrial Microbiology. The seminar will focus on the exploitation of microorganisms in science and technology. Emphasis will be on the context in which new developments take place and on changes that result from the application of basic research, such as genetic manipulation. Current literature will be read and evaluated in class discussion. Prerequisite: 205 or 209, Chemistry 211, and by permission of the instructor.

Mrs. Allen

315 (2) Research in Neurobiology

This advanced level psychobiology course is concerned with current research topics and biological methods of investigation in the neurosciences. Meetings consist of one weekly double-period seminar including presentation, criticism, and discussion of research-journal articles and one weekly laboratory involving projects using methods of neurohistology, electrophysiological stimulation and recording, experimental brain lesions, and behavioral observations in animals.

Prerequisite: 213 or Psychology 213 and by permission of the instructor. Not open to students who have taken [214].

Mr. Eichenbaum, Ms. Paul

319 (2) Advanced Cytology: Biological Ultrastructure

Introduction to the principles and procedures of electron microscopy using animal tissues. Emphasis on interpretation of ultrastructural features of cells and their components with particular regard to function. Various specialized techniques will be employed.

Prerequisite: 304 or by permission of the instructor.

Not offered in 1983-84.

Mr. Smith

330 (2) Seminar

Topic for 1983-84 to be announced.

331 (2) Seminar

Topic for 1983-84. Adaptive convergence in the largest terrestrial animals: Past and present. Prerequisite: any Grade II biology course.

Mr. Langman

350 (1) (2) Research or Individual Study 1 or 2

Open to juniors and seniors by permission.

370 (1-2) Thesis 2 to 4

Open only to honors candidates.

Cross-Listed Courses**Chemistry 323 (1)**

Chemical Aspects of Metabolism
For description and prerequisite see Chemistry 323.

Chemistry 324 (2)

Chemistry of Biological Phenomena
For description and prerequisite see Chemistry 324.

Extradepartmental 112 (2)

Evolution: Change Through Time
For description and prerequisite see Extradepartmental 112.

Directions for Election

A major in Biological Sciences must include 110 and 111 or their equivalent and at least two of the following Grade II courses: 200, 205 and 216, which must be taken at Wellesley. Students are advised to check the prerequisites for Grade III courses carefully so they will have taken the appropriate Grade II courses early enough to enter the Grade III work of their choice: the required Grade II work should be completed within the first 5-6 units in the major. At least two Grade III units must be taken at Wellesley. One of these Grade III units, exclusive of 350 or 370 work, must require laboratory experience. In addition to eight units in biological sciences, two units of college chemistry are also required. Additional chemistry is strongly recommended or required for certain Grade III courses. Courses 323, 324, 350 and 370 do not count toward a minimum major in Biology.

Biological Sciences

Courses 108, 109, and 112, which do not ordinarily count toward the minimum major in biological sciences, do fulfill the College distribution requirements for the degree; 108 as a laboratory science; 109 and 112 as non-laboratory science courses. Independent summer study will not count toward the minimum major. Course 213 does not fulfill the Group B distribution requirement for biology majors.

Within the major, students may design a program in general biology or one which emphasizes subjects dealing with animals, plants, or microorganisms. A broad training in the various aspects of biology is recommended.

Students interested in an interdepartmental major in molecular biology are referred to the section of the Catalog where the program is described. They should consult with Mrs. Levy, the director of the Molecular Biology Program.

Students interested in an interdepartmental major in psychobiology are referred to the section of the Catalog where the program is described. They should consult with Mr. Eichenbaum and Ms. Koff, the directors of the Psychobiology Program.

Students interested in an individual major in environmental sciences should consult a faculty member who teaches 201.

Freshmen with advanced placement or with 110 or 111 exemptions are advised to consult the chairman before continuing the core curriculum.

Students planning graduate work are advised to take calculus, statistics, organic chemistry, two units of physics, and to acquire a working knowledge of computers and a reading knowledge of a second language. They should consult the catalogs of the schools of their choice for specific requirements.

Premedical students are referred to the requirements given on p. 36.



Black Studies

Professor.

Martin (Chairman)

Associate Professor.

Nyangoni P

Assistant Professor:

Jackson, Darling A1

Instructor:

Henderson, Jones P

- ** Course may be elected to fulfill in part the distribution requirement in Group A.
- *** Course may be elected to fulfill in part the distribution requirement in Group B¹ or Group B² as designated.

105 (1)* 2 Introduction to the Black Experience**

This course serves as the introductory offering in Black Studies. It explores in an interdisciplinary fashion salient aspects of the Black experience, both ancient and modern, at home and abroad. Open to all students.

Mr. Martin

150 (1) (2) Colloquia

For directions for applying see p. 48. Open by permission to a limited number of freshman and sophomore applicants.

(1)* 1**

Black Autobiography

The purpose of this course is to trace the formal and thematic development of black autobiography from the early 19th century to the present. We will explore the complex relationship between the community and the individual, the public and the private, the political and the personal aspects of *self* which shape the Afro-American conception of identity. Authors will include Linda Brent, Frederick Douglass, Ida B. Wells, W.E.B. DuBois, Richard Wright, Maya Angelou, Malcolm X, and others.

Ms. Henderson

(2)* 1**

1919: The Year of the New Negro

The New Negro period was similar in many ways to the Civil Rights and Black Power era of the 1950s thru 1970s. We will examine some of the major problems facing Black people in 1919, including lynching, mob violence and the mistreatment of Afro-American and West Indian soldiers. We will then examine the response to these conditions by Black folk in general, by the Black press and by leaders such as Marcus Garvey.

W. E. B. DuBois and A. Philip Randolph. Finally, we will look at the way that state, federal and foreign governments viewed New Negro militancy. Our sources will mostly be newspapers and magazines from 1919.

Mr. Martin

200 (2)* 1 Africans in Antiquity**

Highlights of the African experience in the pre-Christian era: African origins of human kind; African Egypt; Nubia, Kush, and Ethiopia; Egyptian/Ethiopian influences on the beginnings of Western civilization; Africans in Greece and Rome; Africans in the Bible; ancient Africans in the Americas.

Open to all students.

Mr. Martin

202 (2)* * 1 Introduction to African Philosophy**

Initiation into basic African philosophical concepts and principles. The first part of the course deals with a systematic interpretation of such questions as the Bantu African philosophical concept of Muntu and related beliefs, as well as Bantu ontology, metaphysics, and ethics. The second part centers on the relationship between philosophy and ideologies and its implications in Black African social, political, religious, and economic institutions. The approach will be comparative. Offered in alternation with 211.

Open to all students except those who have taken [302].

Mr. Menkiti

205 (1) The Politics of Race Domination in South Africa

The politics of apartheid and racial domination in South Africa; its historical origins and present-day manifestations; the liberation struggle in South Africa; the apartheid system as a threat to international stability.

Mr. Nyangoni

206 (1)* 1 Introduction to Afro-American History, 1500-1865**

A survey of Afro-American history from the pre-colonial experience to 1865. Study and analysis of the political, economic, social, and cultural transformation of American Blacks from their African origins through their becoming Afro-Americans.

Open to all students.

Mr. Jones

207 (2) Introduction to Afro-American History, 1865—Present

A survey of Afro-American history since 1865. Study and analysis of the economic, political, social, and cultural developments of American Blacks from the Reconstruction era to the present.

Open to all students.

Ms. Darling

211 (2)* ** Introduction to African Literature

The development of African literature in English and in translation. Although special attention will be paid to the novels of Chinua Achebe, writers such as James Ngugi, Camara Laye, Wole Soyinka, Ezekiel Mphahlele, and Christopher Okigbo will also be considered. The influence of oral tradition on these writers' styles as well as the thematic links between them and writers of the Black awakening in America and the West Indies will be discussed as time allows. Offered in alternation with 202.

Open to all students.

Not offered in 1983-84.

Mr. Menkiti

212 (2) Black Women Writers**

The Black woman writer's efforts to shape images of herself as Black, as woman and as artist. The problem of literary authority for the Black woman writer, criteria for a Black woman's literary tradition and the relation of Black feminism or "womanism" to the articulation of a distinctively Black and female literary aesthetic.

Open to all students.

Ms. Henderson

214 (2)* 2 Blacks and the United States Supreme Court**

An analysis of the Supreme Court and its impact on the lives and experiences of Black Americans. Particular concern will focus on the Court's role as protector-creator of fundamental rights and privileges for Black Americans.

Open to sophomores, juniors, and seniors without prerequisite and to freshmen by permission of the instructor.

Mr. Jackson

215 (1)* 2 Race and Racism in American Politics**

An introductory examination of the efforts by Blacks in the United States to realize various degrees of political effectiveness within the context of American politics. Particular attention will be focused on the special difficulties presented by the phenomena of race and racism as Blacks have sought to enjoy full citizenship status in the U.S. Some comparisons with other groups in the American political system.

Open to all students.

Mr. Jackson

216 (1)* History of the West Indies**

Survey of political, economic, and sociological factors shaping West Indian society. Topics covered include Africans in the New World before Columbus, genocide against the indigenous peoples, slavery and slave revolts, immigration and emigration, the West Indies and Africa, the West Indies and Afro-America, the struggle for majority rule, the spread of United States influence, independence and its problems.

Open to all students.

Mr. Martin

217 (2)* 2 Race, Class, and Public Policy**

An examination of the interactions among race, class, and several key aspects of the public policy process. Consideration of the dependency on public policy prevalent in the Black community and the policies responding to that dependency. Critical assessment of the design, implementation, and impact of these policies, and formulation of guidelines for continued policy reform.

Open to sophomores, juniors, and seniors.

Mr. Jackson

222 (1) Images of Blacks and Women in American Cinema

A study of the creation of images and their power to influence the reality of race and sex in the American experience. Viewing and analysis of American cinema as an artistic genre and as a vehicle through which cultural and social history is depicted

Open to all students.
Not offered in 1983-84

Ms. Darling

225 (2)* Psychology and People of Color**

The historical development and contemporary dimensions of scientific racism in psychology. People of color in the context of oppression and transformative praxis.

Open to all students.
Not offered in 1983-84

Ms. Darling

230 (2)* Black and Third World Women**

A study of Third World Women over time. An interdisciplinary examination of the economic, political, social, and cultural role of Black and Third World Women within American and Third World societies.

Open to all students.
Ms. Darling

264 (1) The Afro-American Literary Tradition**

A survey of the Afro-American experience as depicted in literature from the 18th century through the present. Study of various forms of literary expression including the short story, autobiography, literary criticism, poetry, drama, and essays as they have been used as vehicles of expression for Black writers during and since the slave experience.

Open to all students.

Ms. Henderson

265 (2) The Afro-American Expatriate Writer**

The effects of living abroad on the fiction of selected major and minor 20th-century Black authors.

Open to all students.
Not offered in 1983-84

Ms. Henderson

266 (2) Black Drama

This course will examine 20th-century Black drama, with a special emphasis on the period of its efflorescence during the Black Arts Movement of the 60's and 70's. We will also explore the Black theatre as a medium of aesthetic expression and communal ritual as well as an instrument of political consciousness and social change. Playwrights will include Douglass Turner Ward, Alice Childress, Ossie Davis, Lorraine Hansberry, James Baldwin, Ed Bullins, Adrienne Kennedy, LeRoi Jones (Amiri Baraka), Ntozake Shange, and others.

Ms. Henderson

310 (2) Seminar. Black Literature**

Topic for 1983-84: Negritude. This course will examine Negritude as a literary movement among Black, French-speaking African and Caribbean writers in the 30's and 40's. We will also attempt to reconstruct the international and intellectual milieu in which Negritude flourished, with particular attention to the ideological and aesthetic tendencies associated with concepts such as Pan-Africanism, Humanism, Surrealism, and Marxism, which have influenced this movement. Our aim is to demonstrate how the concept of Negritude, with its emphasis on the cultural values of Black life and its opposition to French assimilation, has informed the works of its major proponents and poets, Sédrar Léopold Senghor, Léon Damas, and Aimé Césaire. Also included will be the anticolonial novels of Camara Laye, Mongo Beti, Ferdinand Oyono, Cheikh Hamidou Kane, and other francophone African and Caribbean writers.

Ms. Henderson

312 (2)* Urban Black Politics in the South**

The political modernization paradigm has been extensively used by political scientists in their examinations of African, Asian, and Latin American countries. This seminar will use this approach in an effort to examine recent political changes in the urban South. Materials based on the Atlanta, Birmingham, Houston, New Orleans, and Durham experiences will be emphasized. Open to qualified juniors and seniors.

Not offered in 1983-84.

Mr. Jackson

317 (1)* 2 Political Sociology of Afro-Americans**

An explanatory analysis of the changing political and social indices operative in the Black community. Emphasis will be placed on the political and social patterns that have emerged as a result of these changes.

Open to juniors and seniors or by permission of the instructor.

Mr. Jackson

320 (1)* 2 The Black Church in America**

A critical examination of the oldest and perhaps most significant institution in the Black community. Topics include: slave religion, politics and the church, the "church community," ritual, religious tradition, Black theology, religious radicalism, etc. Consideration will be given to the multifaceted role of the Black Church in the larger effort to institutionalize a Black presence in American life.

Mr. Jackson

340 (2)* Seminar. Afro-American History**

Topic for 1982-83: Black Political and Social Thought. The theories of Black nationalism, integrationism and socialism in relation to Afro-America. The ways in which these competing ideologies have manifested themselves in practice in Afro-American intellectual history.

Open to qualified juniors and seniors and by permission to sophomores with a strong background in Black Studies.

Not offered in 1983-84.

Mr. Martin

345 (2) Seminar. Issues in Third World Development

Topic for 1983-84: Women and International Development. Interdisciplinary approaches to examining the impact of change on contemporary events which have shaped international development with an analysis of applicable development theories as they identify salient issues in women's lives. The cross-cultural focus examines women of color in the West and elsewhere in the Third World through some of these issues: agriculture, health, nutrition, urban living, education and communications, family planning, women's organizations, technology, the law, energy, migration and employment, public administration and religion.

Open to qualified juniors and seniors or by permission of the instructor.

Ms. Darling

350 (1) (2) Research or Individual Study 1 or 2

Open by permission to juniors and seniors.

370 (1-2) Thesis 2 to 4

Open only to honors candidates.

The following courses are offered as related work by other departments where they are described. Courses from this list may be counted toward the major, provided that a minimum of six courses is elected from the Black Studies departmental offerings.

History 267 (2) African Historical Traditions

See History 267.

History 268 (1) Africa in the Modern World

See History 268.

Music 106 (2)* Afro-American Music

See Music 106.

Directions for Election

The requirements for the major are consistent with the concept of Black studies as a multidisciplinary field of study. The requirements are designed to provide a wide range of knowledge and analytical ability as well as a firm foundation in an area of specialization, such as sociology, history, political science, or literature.

It is suggested that two units be elected in each of the three general areas of Black history, humanities, and the social sciences as multidisciplinary training. As the basic introduction to the discipline of Black Studies, 105 is strongly recommended of all majors. Units taken at another institution to fulfill any departmental requirements must be approved by the department.

A minimum of six courses must be elected from Black Studies department courses. The others may be elected, after consultation with your advisor, from related courses taught in other departments or from courses taken on exchange.

Chemistry

Professor.

*Crawford, Webster, Rock (Chairman),
Loehlin A, Hicks*

Associate Professor:

Coleman, Kolodny A, Levy, Hearn

Assistant Professor:

Haines, Merritt, Rounds

Instructor

Pagnotta P

Instructor/Laboratory Instructor:

*Darlington, Mann, Smith P, Lieberman P,
Turnbull P*

Unless otherwise noted, all courses meet for two periods of lecture and one three-and-one-half hour laboratory appointment weekly and one 50-minute discussion period every other week, at the pleasure of the instructor. The selected topics courses will generally be taught without laboratory, but may include laboratory for some topics. Calculators may be used in all chemistry courses.

Ordinarily students who have taken one year of high school chemistry should elect 114. Chemistry 113 is intended for students who have not studied chemistry within the past four years and leads to 115. Chemistry 120 replaces 114 and 115 for students with more than one year of high school chemistry.

102 (2) Contemporary Problems in Chemistry II

Consideration of selected aspects of chemistry and related chemical concepts. Topic for 1983-84 to be announced. There will be no scheduled discussion session. Not to be counted toward the minimum major. Students wishing credit for more than one unit of 102 should consult the department.

Open to all students except those who have taken any Grade I course in the department.

The Staff

113 (1) Fundamentals of Chemistry

The periodic table, chemical formulas and equations, atomic and molecular structure, chemical bonding, chemistry of the transition elements, colligative properties, states of matter. Three periods of lecture and one three-and-one-half hour laboratory appointment weekly.

Open only to students who have not taken a chemistry course within the past four years, and to students who feel that their preparation in high school chemistry is equivalent to less than one full year. Serves as prerequisite for 115.

114 (1) (2) Introductory Chemistry I

Atomic and molecular structure, chemical bonding, chemistry of the transition elements, colligative properties, states of matter.

Open only to students who have taken one year of high school chemistry. Not open to students who have taken [110] or [111].

The Staff

115 (1) (2) Introductory Chemistry II

Properties of solutions, chemical kinetics and equilibrium, acids and bases, thermochemistry, electrochemistry, chemistry of the elements.

Prerequisite: 113 or 114. Not open to students who have taken [105], [106], [107], or [108].

The Staff

120 (1) Intensive Introductory Chemistry

A one-semester alternative to Introductory Chemistry I and II for students who have taken more than one year of high school chemistry. Atomic and molecular structure, chemical bonding, properties of liquids and solutions, chemical equilibria, thermochemistry, electrochemistry, chemical kinetics.

Open only to students who have taken more than one year of high school chemistry. Not open to students who have taken any Grade I chemistry course.

The Staff

125U (1) Milestones in Chemistry, Writing Course

See Writing Program for complete description.

Miss Webster

211 (1) (2) Organic Chemistry I

A study of the synthesis and reactions of typical organic compounds with emphasis on the chemistry of aliphatic molecules.

Prerequisite: [110], 115 or 120 or by permission of the department.

Miss Crawford, Mr. Hearn, Miss Webster

222 (2) An Introduction to Biochemical Principles

A study of the chemistry of proteins, nucleic acids, and selected metabolic pathways.
Prerequisite: 211 and either one year of high school biology or Biology 110.

Ms. Hicks

231 (1) (2) Physical Chemistry I

Properties of gases, chemical thermodynamics, properties of solutions and chemical kinetics.
Prerequisite: [110], 115, 120, or permission of the department, Mathematics 116, and Physics 104 or 105 or 106 or 107 or 110.

Ms. Rock

241 (1) Inorganic Chemistry

Atomic structure, bonding in polyatomic systems, periodic properties, chemistry of the nonmetals, transition metal chemistry, bioinorganic chemistry, homogeneous catalysis. Laboratory – synthesis, structure and reactivity of inorganic systems.

Prerequisite: 211.

Mr. Coleman

261 (2) Analytical Chemistry

Classical and instrumental methods of separation and analysis, quantitative manipulations, statistical treatment of data.

Prerequisite: 211 or 231 or by permission of the instructor.

Ms. Merritt

306 (1) Seminar. Biotechnology: Its Impact on Chemistry

Each year an important topic will be studied from a variety of chemical perspectives. Topic for 1983-84 to be announced. One two-period meeting per week. No laboratory.

Open to all students regardless of major who have completed two units of chemistry beyond the Grade I level and who have permission of the instructor.

Mr. Rounds

309 (1)* Selected Topics in Analytical Chemistry

Normally a different topic each year.

Prerequisite: 261 and by permission of the department.

Not offered in 1983-84.

313 (1) (2) Organic Chemistry II

A continuation of 211, with emphasis on the chemistry of aromatic molecules.

Prerequisite: 211.

Miss Crawford, Mr. Haines

317 (1) Organic Chemistry III

An examination of fundamental topics such as the nonclassical ion controversy, electrocyclic rearrangements, functional group preparations by novel methods, synthetic strategy. Related laboratory work and readings will be taken from primary research literature. There will be no regularly scheduled discussion session.

Prerequisite: 313.

Mr. Haines

319 (2)* Selected Topics in Organic Chemistry

Topic for 1983-84: New Synthetic Methods in Organic Chemistry.

Prerequisite: 313 and by permission of the department.

Mr. Hearn

323 (1) Chemical Aspects of Metabolism

An examination of reaction mechanisms, mechanism of enzyme and coenzyme action, interrelationships and regulation of metabolic pathways.

Prerequisite: 211 and Biology 200; or 222.

Ms. Hicks

324 (2) Chemistry of Biological Phenomena

A consideration of topics of current research interest such as neurotransmitters and receptors, interferon, nucleic acid structure, antigen-antibody interactions.

Prerequisite: 323 or 222.

Mrs. Levy

329 (1)* Selected Topics in Biochemistry

Normally a different topic each year.

Prerequisite: one unit of biochemistry and by permission of the department.

Not offered in 1983-84.

333 (2) Physical Chemistry II

Quantum chemistry and spectroscopy. Structure of solids and liquids.

Prerequisite: 231, Physics 106 or 110 and Mathematics 205 or Extradepartmental 216.

Mr. Rounds

339 (2)* Selected Topics in Physical Chemistry

Normally a different topic each year.

Prerequisite: 231 and by permission of the department.

Not offered in 1983-84.

349 (2)* Selected Topics in Inorganic Chemistry

Topic for 1983-84. Chemical Applications of Group Theory. The interpretation of bonding theories, spectra, and chemical transformations based on molecular symmetry. No prior knowledge of group theory is assumed.

Prerequisite: 241 and by permission of the department.

Mr. Coleman

350 (1) (2) Research or Individual Study 1 or 2

Open by permission to students who have taken at least two units in chemistry above the Grade I level.

370 (1-2) Thesis 2 to 4

Open only to honors candidates.

Directions for Election

Chemistry 113 or 114 serves as prerequisite for 115. Final assignment to one of these courses or to 120 will be made by the staff of the Chemistry Department.

Any student who plans to take chemistry beyond 115 or 120 should consult a department advisor to avoid poor choices. See also the Chemistry Department Handbook which contains specific suggestions of programs and deals with a variety of topics including preparation in mathematics, careers of former chemistry and molecular biology majors, graduate work, etc.

Through 1986, a major in chemistry must include [110], or [111] or 115 or 120, 211, 231, 313, and 333, plus two additional units at the Grade II or Grade III level exclusive of 350 and 370. In addition, Mathematics 205 or Extradepartmental 216, and a Grade II unit of physics with laboratory are required. The new requirements below should be followed where possible.

Starting with the class of 1987, the major must include introductory chemistry (113-115, or 114-115, or 120), 211, 231, 313, and 333, plus two of the courses 222 (or 323), 241, and 261. At least one additional unit at the Grade II or Grade III level in the department is also required. Requirements in mathematics and physics are unchanged.

Students planning graduate work in chemistry or closely allied fields should plan to elect 241 and 261, and should also strongly consider additional mathematics and physics courses. A reading knowledge of German and either French or Russian is required in many graduate programs.

Students planning to elect Organic Chemistry I and II are urged to elect both units I and II in the same academic year whenever possible.

Students interested in biochemistry or molecular biology are referred to the section of the Catalog where the interdepartmental major in molecular biology is described. They should consult with the director of the molecular biology program.

Premedical students are referred to the requirements given on p. 36. Note that either 231 or 313 is acceptable to most medical schools as the fourth chemistry unit.

The American Chemical Society has established a set of requirements which it considers essential for the training of chemists. Students wishing to meet the standard of an accredited chemist as defined by this society should consult the Chairman of the Department of Chemistry.

Placement and Exemption Examinations

For exemption with credit, students will be expected to submit laboratory notebooks or reports.

Chinese

INTERDEPARTMENTAL MAJOR:

Chinese Studies, East Asian Studies

Professor:

Lin (Chairman)

Assistant Professor:

Lam A, Liu A1, C. Yao A

Instructor:

Van Zoeren P, Chiang P

Lecturer:

T. Yao P, Crook

Teaching Assistant:

Shaw

101 (1-2) Elementary Spoken Chinese 2

Introduction to vernacular Mandarin Chinese. Pronunciation, sentence structure, and conversation. Three periods. 101 and 102 combined form the first year Chinese course.

Open to all students with no background or no previous formal Chinese language training. Corerequisite: 102.

Mr. Crook, Mrs. T. Yao

102 (1-2) Basic Chinese Reading and Writing

Analysis of grammar and development of reading skills of simple texts and in character writing in both regular and simplified forms with emphasis on vocabulary currently used in People's Republic of China. One period with additional hour for smaller group discussions or individual assignments. 101 and 102 combined form the first-year Chinese course.

Open to all students with no background or no previous formal Chinese language training. Corerequisite: 101.

Mrs. T. Yao, Mr. Crook

106 (1) Introduction to Chinese Culture

An inquiry into the patterns and themes of China's culture by examining its history, philosophy, religion, literature, art and science. Particular themes will be explored through a series of historical topics. The patterns we will look for should help us answer questions such as: why did the Chinese Empire continue to exist for four millenia? Why did Chinese philosophy develop in the direction of Maoist Ideology? Classes in English.

Open to all students without prerequisite.

Mr. Van Zoeren

141 (2) China on Film

West looks East through the camera's eye. Charlie Chan in Shanghai, Shirley MacLaine at the Great Wall, Pearl Buck on the Good Earth: a cinematic exploration of Western conception of 20th-century China. A broad selection of films, primarily documentary, will be analyzed in their historical context, supplemented by readings on both background material and film criticism. Focus on major shift of dominant Western opinion toward China. Films by Felix Greene, Antonioni, Rene Burri, Shirley MacLaine, Edgar Snow to be included among others. Course conducted in English. Discussion following each film showing. Short paper assignments through the course.

Open to freshmen and sophomores only; upperclass students by permission of the instructor.

Mr. W. Liu

151 (1-2) Advanced Elementary Chinese 1

Intensive oral training and practice in reading and writing with particular stress on sentence structure and vocabulary building.

Open to students who can read and write some Chinese with a speaking ability of either Mandarin or any kind of Chinese dialect. More advanced students can enroll for second semester only by permission of the department chairman.

152 (2) Advanced Elementary Chinese 2

Logical continuation of 151. Students are urged to take both 151 and 152. Two units of credit are given only after completion of 152, the preparation for advanced work in 201-202. Prerequisite: more advanced students can be enrolled for only 152 by permission of the department chairman.

Mr. Liu

201 (1-2) Intermediate Chinese Reading 2

Reading with emphasis on vocabulary building; review and further development of sentence structure, composition, and oral expression. Newspaper reading. Two periods with additional hour for smaller group discussions or individual assignments. 201 and 202 combined form the second year Chinese course.

Prerequisite: 101 and 102 taken concurrently, or by permission of the instructor. Corequisite: 202.

Mrs. Lin, Ms. C. Yao, Mr. Crook

202 (1-2) Intermediate Conversational Chinese

Discussion of current events and cultural topics combined with use of videotapes. Two periods. 201 and 202 combined form the second-year Chinese course.

Prerequisite: same as for 201. Corequisite: 201.

Ms. C. Yao, Mrs. Lin, Mr. Crook

241 (2)* * Chinese Poetry and Drama in Translation**

A survey of Chinese literature of classical antiquity, with emphasis on works of lyrical nature. Readings include selections from Book of Songs, elegiac poetry of Ch'u Yuan and works by the great poets of the Tang and Sung periods. The course concludes with the introduction to poetic drama of the Yuan Dynasty. Comparative analysis with other literature will be encouraged. Classes in English.

Open to all students without prerequisite.

Not offered in 1983-84.

242 (2)* * Chinese Fiction in Translation**

A survey of Chinese narrative literature from the medieval period to the present. Readings include short stories from the Tang Dynasty to the end of the Ming, selections from the great classic novels of the Ming and Ching Dynasties, and prose fiction by 20th-century authors. Discussions will focus on the different stylistic developments of high- and low-culture literature, the social significance of this literature, and the writer's perceptions of the customs, institutions, and conflict of his/her historical environment. Classes in English.

Open to all students without prerequisite.

Mr. Liu

252 (1) Readings in Modern Style Writings

Reading and discussion in Chinese of selections from contemporary Chinese writings, including plays, poetry, and essays on various topics such as economics, history, philosophy, political theory, and sociology. Three periods.

Prerequisite: 201 and 202 taken concurrently, or by permission of the instructor.

Mrs. T. Yao

275 (1) Readings in Expository Writings of People's Republic of China

Readings and discussions in Chinese of selections from People's Republic of China, including the works of Mao Zedong and important issues of various current events and focus on practice in writing and translating skills. Three periods. Prerequisite: 252 or by permission of the instructor.

Not offered in 1983-84

300 (2) Readings in Contemporary Chinese Literature

Reading and discussion in Chinese of selections from short stories and novels. Readings from 1919 to the present. Three periods.

Prerequisite: 252 or by permission of the instructor.

Ms. C. Yao

310 (1) Introduction to Literary Chinese

Wen-yan grammar, reading, and discussion in Chinese of selections of simple texts in classical Chinese. Two periods.

Prerequisite: 252 or by permission of the instructor.

Mrs. Lin

311 (2) Readings in Classical Chinese

Reading and discussion in Chinese of selections of poetry, prose, traditional short stories, and novels. Two periods.

Prerequisite: 310 or by permission of the instructor.

312 (2) Readings in Contemporary Developmental Issues of China

Texts from Mainland China and Taiwan chosen to improve reading, discussion, and translation skills. Emphasis on issues of contemporary cultural development as seen in works of scholarship, government publications, and case studies documenting various developmental models. Where applicable, students may translate western studies of Chinese development from English to Chinese and apply their knowledge in comparing socioeconomic and political models. Offered in alternate years.

Open to students who have taken at least one Grade III course in this Department or by permission of the instructor.

316 (1) Seminar. Chinese Literature in the Twentieth Century

Study of works and authors in Chinese theatre, poetry, novels, etc. Topic will be changed every year so students can elect repeatedly. Prerequisite: 300 or 301 or by permission of the instructor. Not offered in 1983-84.

349 (2) Seminar. Topics in Literary Chinese

Reading and discussion in Chinese of premodern literary writings. This course is conducted in Chinese. Topic will be changed every year so students can elect repeatedly. Prerequisite: 310 or 311 or by permission of the instructor. Not offered in 1983-84.

350 (1) (2) Research or Individual Study 1 or 2

Open by permission to qualified students.

Directions for Election

Students who major in Chinese Studies or East Asian Studies should consult the chairman of the department and the advisor early in the college career.

For students majoring in Chinese Studies, the minimum requirement is extensive Chinese language training, and literature in the original Chinese is highly recommended. Students who wish to take Chinese 252 or other courses in Chinese literature are advised to have a knowledge of Chinese culture or history. For this, Art 249, Chinese 106, History 275 and 276 are recommended.

For students majoring in East Asian Studies who do not intend to do graduate work, at least one year of Chinese is encouraged, but not required. Students who wish to do graduate work in East Asian Studies are advised to complete at least two years of Chinese language training.

Course 350 is an opportunity for properly qualified students to work independently in fields not covered in other courses in the department. It can also provide continuing study in classical Chinese literature.

Chinese Studies

AN INTERDEPARTMENTAL MAJOR

Directors: Cohen, Lin

Students interested in graduate work and a career in Chinese Studies should take extensive Chinese language work, and literature in the original Chinese is highly recommended.

Chinese 106, 141, 241, 242, along with courses offered by the other departments are conducted in English.

The following courses are available for majors in Chinese studies.

Art 248 (1)

Chinese Art

Art 337 (2)*

Seminar. Chinese Painting
Not offered in 1983-84.

Chinese 101 (1-2)

Elementary Spoken Chinese

Chinese 102 (1-2)

Basic Chinese Reading and Writing

Chinese 106 (1)

Introduction to Chinese Culture

Chinese 151 (1-2)

Advanced Elementary Chinese 1

Chinese 152 (2)

Advanced Elementary Chinese 2

Chinese 141 (2)

China on Film

Chinese 201 (1-2)

Intermediate Chinese Reading 2

Chinese 202 (1-2)

Intermediate Conversational Chinese

Chinese 241 (2)* **

Chinese Poetry and Drama in Translation

Not offered in 1983-84.

Chinese 242 (2)* **

Chinese Fiction in Translation

Chinese 252 (1)

Readings in Modern Style Writings

Chinese 275 (1)

Readings in Expository Writings of People's Republic of China

Not offered in 1983-84.

Chinese 300 (2)

Readings in Contemporary Chinese Literature

Chinese 310 (1)

Introduction to Literary Chinese

Chinese 311 (2)

Readings in Classical Chinese

Chinese 312 (2)

Readings in Contemporary Developmental Issues of China

Chinese 316 (1)

Seminar. Chinese Literature in the Twentieth Century

Chinese 349 (2)

Seminar. Topics in Literary Chinese

Not offered in 1983-84.

History 150 (1) b

China in Outside Perspective

History 275 (1)

Late Imperial Chinese History

History 276 (2)

China in Revolution

History 345 (2)

Seminar. China's Current Reforms in Historical Perspective

Political Science 208 (2)

Politics of East Asia

Political Science 306 (1)

Seminar. Revolutions in the Modern World

Religion 254 (2)*

Chinese Thought and Religion

Religion 304 (2)

Seminar. Zen Buddhism

Religion 305 (2)

Seminar. Religion and Asian Literature

Not offered in 1983-84.

East Asian Studies

AN INTERDEPARTMENTAL MAJOR

Directors: Cohen, Lin

This major may be designed according to the provision of the Individual Major option. See p. 36. This major is designed, in particular, for students who are interested in East Asian Studies but do not intend to do more than minimal work with Chinese language, or who are primarily interested in an area of East Asia other than China. There is no Asian language requirement. Courses applicable to the major include all those listed under the Chinese Studies Interdepartmental Major, as well as the following:

Art 249 (2)

Far Eastern Art

History 271 (2)

Japanese History

Religion 108 (1) (2)

Introduction to Asian Religions

Religion 253 (1)

Buddhist Thought and Practice

Religion 255 (2)*

Japanese Religion and Culture

Not offered in 1983-84.

Religion 260 (2)*

Eastern Spirituality in the West

Not offered in 1983-84.

Religion 302 (1)

Seminar. Women and Asian Religions

Not offered in 1983-84.

Religion 303 (1)*

Asian Mysticism

Not offered in 1983-84.

Classical Civilization

AN INTERDEPARTMENTAL MAJOR

Director: Lefkowitz A1

Students who wish a Classical Civilization Major can plan with the Departments of Greek and Latin an appropriate sequence of courses, which should include work in art, history, philosophy, and literature. Such a program should always contain at least four units in the original language. Basic knowledge of French or German is recommended.

104 (2)* ** Classical Mythology

The more important classical myths read in English translations of Greek and Latin authors; their religious origins; their expression in ancient literature and art; their later influence.

Open to all students.

Mrs. Lefkowitz

203 (2)* * Greek Drama in Translation**

Intensive study of tragedies of Aeschylus, Sophocles, and Euripides, in English translation. The survival in literary form of primitive ritual; the development of new mythic patterns on ancient models. The role of contemporary psychoanalytic theory in evaluating the social function and structure of drama.

Open to all students.

Not offered in 1983-84.

243 (1)* * Roman Law**

Ancient Roman civil law; its early development, codification, continuing alteration; law and society (property, family slavery); its influence on other legal systems.

Open to all students.

Not offered in 1983-84.

Mr. Starr

244 (1)* * Sport and Ancient Society**

The significance of organized athletics and recreational play for the understanding of Greek and Roman cultures; the events and mythology of athletic contests; ethical and political importance of the games.

Open to all students.

Mr. Poliakoff

246 (1)* * 1 Ancient Medicine**

A survey of medical practice in the Near East, Greece, and Rome focusing on the development of rational medicine under Hippocrates and the medical achievements of the Hellenistic era. Also, theories of physical and mental diseases and their consequences for later Western medical practice, doctor-patient relations, malpractice suits, the cult of the healing god Asklepios, and miracle cures.

Open to all students.

Not offered in 1983-84.

Mr. Engels

251 (1)* * 1 Ancient Science**

A study of our Western scientific heritage from its origins to about 200 A.D. Egyptian and Babylonian mathematics and astronomy and their later transformation into deductive sciences by the Greeks. The boundary between non-science and science, the cultural values necessary for scientific development in the ancient world, early theories of biological and cultural evolution, conflicts among science, religion, and philosophy. Medical practices not included in this course.

Open to all students.

Mr. Engels

252 (2)* * Women in Antiquity**

The role of women in Greek and Roman societies; the influence of ancient values on present-day attitudes. Readings from historical, medical, legal and religious documents; consideration of archaeological evidence. Comparison of relevant materials from other periods and cultures.

Open to all students.

Not offered in 1983-84.

Mrs. Lefkowitz

The selections listed below are available for majors in Classical Civilization during 1983-84.

Art 100 (1-2)

Introductory Course 1 or 2

Art 200 (1)*

Classical Art

Art 334 (2)*

Seminar. Problems in Archaeological Method and Theory

Not offered in 1983-84.

History 229 (2)*

Alexander the Great and the Hellenistic World

History 230 (1)*

Greek History from the Bronze Age to the Death of Philip II of Macedon

History 231 (1)*

History of Rome
Not offered in 1983-84

History 331 (2)*

Seminar. Roman History

Philosophy 101 (1) (2)

Plato's Dialogues as an Introduction to Philosophy

Philosophy 312 (1)*

Aristotle

Religion 104 (1) (2)

Introduction to the Hebrew Bible/Old Testament

Religion 105 (1) (2)

Introduction to the New Testament

Religion 200 (1)*

The Gospels

Religion 204 (2)*

Paul. the Controversies of an Apostle

Religion 207 (2)

New Testament Greek

Religion 306 (2)

Seminar. Hebrew Bible/Old Testament

Classical and Near Eastern Archaeology

AN INTERDEPARTMENTAL MAJOR

Director: *Marvin*

The purpose of a major in Classical and Near Eastern Archaeology is to acquaint the student with the complex societies of the Old World in antiquity.

The program for each student will be planned individually from courses in the Departments of Anthropology, Art, Greek, History, Latin, Philosophy, and Religion as well as from the architecture and anthropology programs at MIT. Certain courses in statistical methods, geology, and chemistry are also useful. The introductory course in archaeology (Anthropology 106) or its equivalent is required for all archaeology majors.

Students who concentrate in classical archaeology must normally have at least an elementary knowledge of both Greek and Latin. Students who concentrate on the ancient Near East must have knowledge of one ancient Near Eastern language and have taken Anthropology 244 which details the emergence of early urban societies, and Religion 203 which traces their later history.

Students should plan for at least one summer of excavation and travel. Scholarship aid for this travel is available from the Stecher Fund for qualified students. See p. 42.

Computer Science

Assistant Professor:
Joni (Chair), Finn, Long, Roberts A

Lecturer:
Lonske P, Przytula

Computer Science 110, 230, 240, 301 and 310 correspond in content to Extradepartmental 110, 230, 240, 261 (note change in grade level) and 310 offered in previous years and are considered equivalent within the prerequisite structure and for the major. Students may not elect computer science courses for credit if they have taken the equivalent Extradepartmental course.

110 (1) (2) Introduction to Computer Programming and Computation

Introduction to the science of computation and problem-solving techniques in the BASIC programming language. Focus on the development of good programming style and experience with modern programming methodology in a range of application areas. The use of Wellesley's DECsystem-20 computer, the use of the EMACS editor and the impact of computers on society. Open to all students. No prior background with computers or mathematics is expected. This course does not count toward the Group C distribution requirement.

The Staff

120 (2) Computer Science and Its Applications

Illustrates the use of computers and computational techniques to solve problems chosen from a variety of application areas. Concentrates on the development of good programming style and programming experience, using both BASIC and FORTRAN as implementation languages. Topics include: program design and organization, structured programming methodology, use of advanced language facilities (files, subroutines), simulations and models, management of large programs and data structure design. Prerequisite: Mathematics 104 or 115 and Computer Science 110 or by permission of the instructor based on equivalent preparation from previous computer experience. Designed for students whose primary interest is in areas outside of computer science who want to pursue their understanding of computer science and its applications beyond the level of Computer Science 110. This course does not count toward the Group C distribution requirement.

The Staff

230 (1) (2) Information Structures and Algorithmic Techniques

An introduction to the PASCAL programming language and the theory and application of data structuring techniques. Topics include: internal data representations, abstract data types, stacks, recursion, pointers, list structures, trees and file storage.

Prerequisite: 120 or by permission of the instructor based on exceptional performance in Computer Science 110.

The Staff

240 (1) (2) Assembly Language Programming

An investigation of the design of programming systems at the assembly language level. Topics include: machine language programming, basic system architecture, interaction with an operating system, the general structure of assemblers, and macroprocessing.

Prerequisite: 230 and by permission of the instructor.

The Staff

241 (2) Operating Systems

An introduction to operating systems and computer systems architecture. Topics include: device management, file systems, multi process environments, and memory management. Additional topics as time permits.

Prerequisite: 230 and concurrent or previous registration in 240.

The Staff

245 (1) Fundamental Algorithms

An introduction to the design and implementation of combinatorial algorithms. Topics will include algorithms on graphs and trees, sorting and searching, backtracking, and set manipulation.

Prerequisite: 230 and by permission of the instructor.

The Staff

301 (2) Theory of Programming Languages

A survey of the techniques used in the design of a modern programming language and in the implementation of programming language translators. Emphasizes the relationship of research in computer science to the problems of programming language translation and considers such questions as the theory of parsing, formal languages and their grammars, table-driven lexical analysis, code generation and optimization. Prerequisites: 240 and Mathematics 225 and by permission of the instructor.

Not offered in 1983-84

302 (2) Artificial Intelligence

A study of current research methods and fundamental concepts in artificial intelligence. To provide a basis for discussion in a practical environment, the LISP language and its derivatives (such as PLANNER) which are used in most research projects will be studied in detail. Additional topics covered will include structures for the representation of knowledge, models of learning and cognition, a survey of current work in the field and philosophical critiques of machine intelligence.

Prerequisites: Mathematics 225, Computer Science 230, and at least one other Grade II course in Computer Science and by permission of the instructor.

304 (1) Database Systems

An introduction to the principles of database systems. Topics include: file organization; the relational, network, and hierarchical data models; query languages; relational database theory; security; and concurrent operations.

Prerequisites: Mathematics 225, Computer Science 230, and at least one other Grade II course in Computer Science and by permission of the instructor.

305 (2)* Theory of Algorithms

A survey of topics in the analysis of algorithms and in theoretical computer science. The course will emphasize asymptotic analysis of the time and space complexity of algorithms. Topics will include fast algorithms for combinatorial problems, theory of NP-Complete problems, and an introduction to complexity theory.

Prerequisites: 245 and Mathematics 225 and by permission of the instructor.

Not offered in 1983-84

310 (2) Mathematical Foundations of Computer Science

A survey of topics in the mathematical theory of computation. Includes material in the following areas: abstract automata theory, computability and decidability, computational complexity, recursive function theory and combinatorial algorithms on trees and graphs.

Prerequisite: Mathematics 225, Computer Science 230, and at least one other Grade II course in Computer Science and by permission of the instructor.

349 (1) Seminar. Topics in Computer Science

A seminar on some advanced topics in computer science (to be determined later depending on staff interests).

Open to seniors and qualified juniors majoring in Computer Science and by permission of the instructor.

350 (1) (2) Research or Individual Study 1-2

Open by permission to juniors and seniors.

370 (1-2) Thesis 2-4

Open only to honors candidates in computer science.

Directions for Election

For majors in the Class of 1985 or earlier, the directions for election apply as listed in the Bulletin of Wellesley College for 1982-83. Beginning with the Class of 1986, a major in computer science must include:

Computer Science 230, 240, and at least one additional course at the Grade II level.

At least two Grade III courses in Computer Science, not including 349, 350 or 370.

Additional courses to complete the required minimum of eight units in Computer Science, subject to the condition that no more than one unit of Grade I work may be counted as part of the required eight. Computer-related courses in other departments or at MIT used to meet this requirement must be approved by the department on an individual basis.

In addition all majors in Computer Science will be expected to complete (1) either Mathematics 225 or Mathematics 305 and (2) at least one additional course in Mathematics at the Grade II or Grade III level.

Students who expect to go on to do graduate work in computer science are encouraged to concentrate on developing their background in mathematics and are especially encouraged to elect Mathematics 305. In addition, students who are planning either graduate study or technical research work are further encouraged to get as much laboratory experience as possible, either through a 350/370 project or appropriate courses at MIT.

During the next few years, as the Computer Science Department grows, it may be necessary to limit the number of majors in the Department.



Economics

Professor:

Bell, Goldman, Morrison

Associate Professor:

Case (Chairman)

Visiting Associate Professor

Bradburd P., Bartlett

Assistant Professor:

*Matthaer A², Amott A, Grant, Nichols,
Lindauer A², Klamer, Baum, Norton, Kamas,
Joyce*

Lecturer:

Gough P

Instructor:

Preston

101 (1) (2) Survey of Modern Economics – Microeconomics

102 (1) (2) Survey of Modern Economics – Macroeconomics 1 each

Each course, which may be taken independently and in either order, presents a view of our market economy, beginning with the nature of economics and economic systems, supply and demand analysis, and the development of economic thought. 101, microeconomics, is an analysis of the choices individuals and firms make in the markets where they buy and sell. It deals with questions of equity and efficiency. Policy problems include income distribution, competition and its regulation, health and education as human capital investment, and current economic topics. 102, macroeconomics, is an analysis of the aggregate dimensions of the economy: GNP, national income and employment, price levels and inflation, money and banking, international trade and investment. Policy problems include the role of government, prosperity and depression, investment and economic growth, worldwide economic development, and current economic topics. All sections present the same course; individual instructors may offer slightly different material and problem sets. Small classes allow for discussion.

Open to all students.

The Staff

125T (1) Introduction to Economic Thinking, Writing Course

See Writing Program for complete description.

201 (1) (2) Microeconomic Analysis

Microeconomic theory; analysis of the individual household, firm, and industry. Two sections each semester. In the second semester, one section will require Mathematics 115 (or the equivalent) and will use differential calculus in exposition of the material and in required work.

Prerequisite: 101 and 102.

Mr. Case, Mr. Nichols, Mr. Morrison

202 (1) (2) Macroeconomic Analysis

Analysis of aggregate income, output, employment, and the price level. Analysis of policies to control inflation and unemployment.

Prerequisite: 101 and 102.

Ms. Baum, Mr. Klamer

204 (2) American Economic History

Description and analysis of the growth and development of the U.S. economy and its institutions from Colonial times to the 20th century. Emphasis on the "new" economic history: explicit economic models and quantitative methods to analyze historical phenomena, including slavery and the South, the industrial economy and its labor force, the transportation revolutions, and government's role in economic change.

Prerequisite: 101 and 102.

Mr. Norton

205 (1) (2) The Corporation

The development of the modern corporation and its major activities. Topics include corporate growth, organization, marketing, strategy, forecasting, multinationals, finance and mergers. Limited to 50 students; preference to seniors. Prerequisite: 101 and 102.

Mr. Joyce, Mr. Bradburd

209 (1) Sources and Data for Economic Analysis and Policy

How good are figures for productivity, the Federal deficit, world trade, inflation or unemployment? A workshop to explore economic data and sources economists use. Learning to understand economic indicators, and to evaluate information from the Census, the Fed, the U.N. and other producers of economic data. Useful before, during, or after Economics 211. Prerequisite: 101 and 102.

Mrs. Bell

210 (2) Financial Markets

Overview of financial markets and institutions, including stock and bond markets, financial intermediaries, money markets, commercial banks and thrifts, monetary policy, foreign lending
Prerequisite: 101 and 102.

Mr. Joyce

211 (1) (2) Statistics and Econometrics

Descriptive statistics and an introduction to statistical inference. Expected values, probability distributions, and tests of significance. Classical models of bivariate and multiple regression. Problem solving using the computer.
Prerequisite: 101 and 102, or for students who have completed one course, and are taking the other, and with instructor's permission in certain cases. See *Department Handbook*.

Mr. Morrison, Mr. Norton, Ms. Preston

214 (2) International Economics

An introduction to the major issues and institutions in international trade and finance. Topics to be covered include the gains from trade, commercial policy, multinational corporations, the New International Economic Order. Also, foreign exchange markets, balance of payments adjustment, the international monetary system, Eurodollar markets, and international lending.
Prerequisite: 101 and 102.

Ms. Kamas

216 (2) Elementary Mathematical Economics

Mathematical foundations of elementary economic theory; fundamentals of relevant advanced theory. Mathematical applications of economic analysis; mathematical problem solving in the social science.

Prerequisite: 101, 102, and Mathematics 115. Not offered in 1983-84.

217 (1)* Topics in Mathematics and Economics

Applications of calculus and linear algebra to economic analysis. Topics selected from: linear and general optimization, input-output analysis, marginal analysis, analysis of market equilibrium and stability. (Additionally listed in the Mathematics Department.)

Prerequisite: 201 or 202 and Mathematics 205, or by permission of the instructor.

Mr. Grant and Ms. Sontag

220 (1) Development Economics

Survey and analysis of problems and circumstances of less developed nations. Examination of theories of economic development. Review of policy options and prospects for Third World countries. Specific topics to include: population growth, income distribution, basic needs, rural development and international trade strategies.

Prerequisite: 101 and 102.

Mr. Lindauer

222 (2) Seminar. Reindustrialization of Massachusetts

Has Massachusetts become the Japan of the United States? What explains Massachusetts' apparent turnaround from 1974 when it had one of the highest unemployment rates among the 50 states to 1983 when it had the lowest? Students will be required to prepare case studies, examining why firms have located in Massachusetts. Consideration of location theory, tax policy, and the availability of energy, labor and technology.

Open by permission of the instructor.

Mr. Goldman

229 (2) Women in the Labor Force

This course explores some of the historical, political, and economic origins of the present-day wage differential between men and women in the United States. Differences in labor force participation, industrial and occupational distributions, and household tasks between men and women are explored. Orthodox, dual labor market and Marxian explanations of these phenomena are compared and contrasted. Finally, the impact of recent equal pay and opportunity legislation is studied to determine the effectiveness of such government intervention.

Ms. Bartlett

230 (1) Contemporary Economic Issues

A course applying introductory macro- and microeconomic analysis to problems of current policy. Topic for 1983-84: Issues in Public Finance: Income Distribution and Public Policy. Analysis of the factors determining the personal distribution of income and the role the government plays in altering that distribution. Discussion of the measurement of inequality and the benefits and problems involved in changing the distribution of income through taxation and social welfare programs.

Prerequisite: 101.

Ms. Baum

234 (1) Government Policy: Its Effect on the Marketplace

The United States government imposes regulations on selected markets, restricts competition, corrects market failure, intervenes in the market place. These government actions in the American economy will be analyzed using microeconomic tools with primary emphasis on antitrust policy, direct regulation, quality and safety control regulation, and labor law. Industry studies will provide a basis for empirical examination of the historical consequences of regulation and deregulation in selected markets.

Ms. Preston

239 (2) Seminar. Economics of Energy and the Environment

Is economic growth without environmental deterioration possible? The economic forces (externalities) which cause pollution; the costs and who bears the costs; the energy crisis; the implications of zero economic growth; the extent of the problem and possible solutions both here and abroad.

Prerequisite: 101 and 102.

Mr. Goldman

241 (1) The Economics of Personal Choice

Analysis and decision-making in ordinary life situations; using economics to plan for one's future. Representative topics include housing, borrowing, having a family, insurance, saving, retirement, investment in one's self.

Prerequisite: 101 and 102.

Mrs. Bell

249 (2) Political Economy and Marxian Economics

Study of Marxian and Neo-Marxian economic theory as an alternative conception of the workings of the market economy. Comparison of Marxian and mainstream economic theories. Radical political economy's criticisms of modern capitalism. The socialist alternative, as an ideal, and as practiced in today's socialist countries.

Prerequisite: 101 or 102.

Ms. Matthaei

301 (1) Comparative Economic Systems

The economics of capitalism, socialism, fascism, and communism.

Prerequisite: 201 or 202.

Mr. Goldman

305 (1) Industrial Organization

Applied microeconomics directed to the study of the interactions of market structure, business behavior, and economic performance. The first two-thirds of the course emphasizes positive explanation and theory. The remainder focuses on policy and includes critical, ex-post analysis of antitrust rulings.

Prerequisite: 201 and 211.

Mr. Nichols

310 (2) Public Finance

The role and function of government in a market economy. Issues in tax analysis including equity and efficiency, the effects of taxes on labor and capital supply, tax incidence and optimal taxation. Description and analysis of specific taxes and expenditure programs.

Prerequisite: 201.

Ms. Baum

312 (2)* Accounting: Financial and Managerial Economics

Accounting principles and practice analyzed in terms of economic concepts of value and cost; problems in accumulating and presenting accounting data for decision-making by firms, by investors, by regulators, and others; case method used in class.

Prerequisite: 201 and 202, or by permission of the instructor.

Mrs. Bell

313 (1) Macroeconomics in Open Economies

Theory and policy of macroeconomic adjustment in the open economy. Topics to be covered include: the Keynesian model of income and balance of payments determination, the monetary approach to the balance of payments, fixed and floating exchange rate regimes, policy mix and effectiveness with capital mobility, and the asset-market approach to exchange rates.

Prerequisite: 202 and 211.

Ms. Kamas

314 (2) International Economics

Theory of international trade. Review of mercantilism, comparative advantage and the factor endowment model. Analysis of trade restrictions, such as tariffs and quotas. Other topics include: foreign exchange markets, economic integration and the impact of trade on growth.

Prerequisite: 201 and 211.

Mr. Morrison

315 (1) History of Economic Thought

The development of economic thought from ancient to modern times. A brief study of early economic ideas followed by a more detailed examination of the history of economics since 1776. The systems of the leading economists in the light of their own times and of the present day.

Prerequisite: 201.

Ms. Mattheai

316 (2) Modern Economic History

Economic development and structural change from the Great Depression to the present. Economic policy in war and peace. International cooperation and division. Economic crises and economic theory.

Prerequisite: 202

Mr. Morrison

317 (2) Introduction to Economic Modeling

Introduction to mathematical and econometric modeling. Techniques of specifications, estimation, and simulation of rational and behavioral economic models.

Prerequisite: 201, 202, 211, and Mathematics 115 or [201], or by permission of the instructor.

Mr. Grant

320 (2) Seminar. Economic Development

International and microeconomic issues of the less developed countries. Topics covered include: theories of growth and development, import substitution and export promotion, the foreign exchange constraint, the debt problem, foreign investment, industrialization and employment, inflation, short-term stabilization policy and income distribution.

Prerequisite: 202

Ms. Kamas

325 (1)* Law and Economics

Economic analysis of legal rules and institutions. Application of economic theory and empirical methods to the central institutions of the legal system including the common law doctrines of negligence, contract, and property as well as civil, criminal, and administrative procedure. The course will contrast economic and noneconomic theories of law and will address the strengths and limitations of the economic approach to law.

Prerequisite: 201.

Mr. Case

329 (2)* Labor Markets and Employment

The structure and functioning of the labor market from both neoclassical and institutional points of view. Human capital theory, labor force participation, the economics of discrimination, labor unions, minimum wage policy, and other topics. Prerequisite: 201 and 211.

Ms. Preston

330 (1) Seminar. Macroeconomic Modeling

Focused on contemporary macroeconomic issues, the economic events affecting them and the practical problems of analyzing and forecasting. Contemporary tools of applied macroeconomics, especially large-scale econometric models: their theoretical foundations, contemporary characteristics, and use. An interactive course: students participate in developing specification of key macroeconomic relationships which they use to analyze topical economic issues.

Prerequisite: 201, 202, and 211.

Mr. Gough, Jr.

331 (1) Seminar. Monetary Theory and Policy

Contemporary controversies on the role of monetary policy. Topics include: transmission mechanism, effectiveness of monetary policy, control of money supply, financial innovations, interest rate theories, stability of the demand for money, financial crisis. Theories will be discussed in the light of current events.

Prerequisite: 202.

Mr. Klamer

332 (2) Seminar. Macroeconomics Theory and Policy

Stagflation theory and policy alternatives. Supply side disaggregation, job search, rational expectations, tax cut-induced investment, incomes policies, and modern macro debates. Emphasis throughout on the nature and implications of alternative stabilization policy actions.

Prerequisite: 201, 202, and 211.

Not offered in 1983-84.

Mr. Nichols

333 (1) Seminar. Workshop in Applied Economics

Students will apply the concepts of economic modeling and empirical analysis to selected policy topics. Students will work as a group doing primary research in a workshop environment. Enrollment limited to 12.

Prerequisite: 201, 202 and 211 or by permission of the instructor.

Not offered in 1983-84

Mr. Lindauer

334 (2) Seminar. Economic Discourse on Business Cycles

Why does the economy experience fluctuations? Is the government, OPEC, or capitalism to blame? These questions are addressed in economists' work on business cycles. This seminar will study alternative economic arguments concerning business cycles, and will emphasize the methodology of choosing among the competing arguments. Models from neoclassical to radical will be analyzed. The discussions of the seminar will be led by two economists with fundamentally different approaches and judgments in order to encourage debate among the students so that they will develop self-confidence in making their own judgments. Students will critique other student papers anonymously and present papers in class. Emphasis throughout will be on learning to evaluate economic arguments in their totality, not just for their internal consistency.

Mr. Klamer, Mr. Nichols

350 (1) (2) Research or Individual Study 1 or 2

Open by permission to juniors and seniors who have taken 201 and 202; 211 is strongly recommended.

370 (1-2) Thesis 2 to 4

Open only to honors candidates.

Directions for Election

The complete survey course consists of both Grade I level courses. Neither 101 nor 102 is a prerequisite for the other and either may be elected separately for one unit of credit.

Any student who plans to take economics after 101 and 102 should consult a department advisor to avoid poor choices. See also the *Department Handbook*.

Economics is a social science directed to the study of the universal problems of scarcity, choice, and human behavior. It contains elements of formal theory, history, philosophy, and mathematics. Unlike business administration, which deals with the specific procedures by which business enterprises are managed, it examines a broad range of institutions and focuses on their interactions. Thus students are urged to supplement their program in economics with courses from many other disciplines in the liberal arts.

An economics major contains required courses 201, 202, and 211 which should be taken at Wellesley. Permission to take these courses elsewhere must be obtained in advance from the department chairman. An economics major must take more than half of her Grade III economics units as Wellesley courses; permission for an exception must be obtained in advance from the chairman.

Choosing courses to complete the major requires careful thought; the department discourages a minimum major with only two Grade III courses. Students are advised to consult the *Department Handbook* prior to selecting courses each term. The *Handbook* contains specific suggestions and deals with a variety of topics including preparation in mathematics, desirable courses for those interested in graduate study in economics, complementary courses outside economics, etc.

The Economics Complement is recommended for students wishing to develop competence in economics in preparation for work or graduate study in law, business, public administration, area studies, international relations, public health, medicine, etc. The Complement consists of Economics 101, 102, 211, and at least two other courses in the department. The plan for this option should be carefully prepared: a student wishing to add the Economics Complement to the major in another field should consult a faculty advisor in economics.

Education

Assistant Professor:
Beatty P. Brenzel (*Chairman*), Bull

Associate in Education:
Powell, Sellers, Sleeper

*** Course may be elected to fulfill in part the distribution requirement in Group B¹ or Group B² as designated.

102 (1)*¹ Education in Philosophical Perspective**

Examination of modern ethical problems and epistemological issues of public education such as equality of opportunity, compulsory schooling, student rights, and the education of religious minorities. Recent examples of the philosophical thinking necessary to understand these issues will be studied. Special attention will be paid to the interpretation and application of philosophical texts and to the writing of philosophical arguments. Relevant field placement may be arranged as part of this course; it will be available for all students but especially for those wishing to fulfill requirements for teacher certification. Open to all students.

Mr. Bull

125B (2) Education and the Popular Press, Writing Course

See Writing Program for complete description.

200 (1)*¹ Modern Philosophies of Education**

Analysis of the role of education in modern social and political philosophy. Background study of the works of John Dewey, Eduard Bernstein, Edmund Burke, and Karl Marx. Focus on the educational writings of more recent participants in these philosophical traditions – including Paul Goodman, Jacques Maritain, Jacques Barzun, Paulo Freire, and Ivan Illich.

Open to all students.

Not offered in 1983-84.

Mr. Bull

206 (1) Women, Education, and Work

Examination of ways in which the background of women, the educational system, and the structure of work affect the lives of women, from a historical, sociological, and public policy point of view. Relationships between educational institutions and the economy, intersections among the family lives, educational experience, and work lives of women.

Open to students who have taken one unit in Group B.

Ms. Brenzel

208 (2)*¹ Moral Education and Schooling**

Study of recent demands for and attempts to develop educational practices explicitly designed to affect students' values and moral beliefs. Particular emphasis will be placed on theories of value clarification (Louis Raths and Sidney Simon) and moral development (Jean Piaget and Lawrence Kohlberg); their assumptions about morality, their instructional programs and their public justification will be examined. Carol Gilligan's recent research on the moral development of women will be considered.

Open to all students who have taken one unit in Group A or Group B.

Mr. Bull

212 (1)*¹ History of American Education**

Study of the various historical conflicts and controversies leading to the development of education as a central force in American culture. Topics include the changing role of the family, the popularization of educational institutions, their role in socializing the young, and the effects of political, economic, and social forces in shaping American education. Emphasis will be placed on developing an understanding of the interrelationships of youth, culture and society. Relevant field placement may be arranged as part of this course; it will be available for all students but especially for those wishing to fulfill state requirements for teacher certification.

Open to all students.

Ms. Brenzel

216 (2)* 2 Education, Society, and Social Policy**

Through examination of educational theories and practices in an interdisciplinary manner, the social context of educational and social policies will be analyzed. The formulation and implementation of these policies will be studied with special emphasis on issues such as inequality, desegregation, community control, alternative schooling, testing, youth unemployment and family policies. Course will focus on the interrelationships between social structure and education, the potential and limits of education and social policy.

Open to all students.

Not offered in 1983-84.

300 (1) Mandatory Knowledge:**Epistemology, Curriculum, and Evaluation**

An examination of the major epistemological and ethical questions in school curriculum, the relation of curriculum to intellectual development and the structure of the disciplines, its usefulness, and its evaluation. Relevant field placement may be arranged as part of this course; it will be available for all students but is mandatory for those wishing to fulfill requirements for teacher certification. Required for secondary school teacher certification. Prerequisite: 102 or 212 or, for MIT students, MIT Seminar 212 or by permission of the instructor.

Mr. Bull

302 (2) Methods and Materials of Teaching

Study and observation of teaching methods and classroom procedures in secondary school with a focus on the social role of teachers and the teaching of reading and writing in the content areas. Examination of curriculum materials and classroom practice in specific teaching fields. Open only to students doing student teaching. Required for teacher certification. Students electing 302 and 303 may include in addition one unit usually of independent study in the same semester.

Prerequisite: 300, and at least one of 102, 212 or, for MIT students, Seminar 212 and by permission of the department.

The Staff

303 (2) Practicum – Curriculum and Supervised Teaching

Observation, supervised teaching, and curriculum development in students' teaching fields throughout the semester. Attendance at secondary school placement required full time five days a week. Students electing 302 and 303 may include in addition one unit usually of independent study in the same semester. Required for teacher certification. Students must apply to the department for admission to this course in the semester before it is taken.

Corequisite: 302.

The Staff

307 (2)* 2 Seminar. Law, Ethics, and Education**

Study of federal and state statutory and constitutional law governing public education as it reveals public purposes of education, the legal status of students and teachers, the requirements for equal educational opportunity, and the basis of public school finance. Emphasis on ethical aspects of issues such as student rights, academic freedom and affirmative action. Attention will be paid to the comprehension and interpretation of legal cases and, to a limited extent, to methods of independent legal research.

Open to juniors and seniors.

Mr. Bull

312 (2)* 1 Seminar. History of Child Rearing and the Family**

Examination of the American family and the emerging role of the state in assuming responsibility for child rearing and education. Study of the role of institutions and social policy in historical and contemporary attempts to shape the lives of immigrants, poor families, and their children.

Open to juniors and seniors without prerequisite. Not offered in 1983-84.

Ms. Brenzel

350 (1) (2) Research or Individual Study 1 or 2

Open to juniors and seniors by permission.

Directions for Election

With the exception of Education 302 and 303 the department's courses are designed for all students and not simply those planning a career in public or private school teaching. Students who wish to be certified as high school (grades 9-12) teachers upon graduation should obtain the department's published description of the requirements of the Commonwealth of Massachusetts and the College's program for meeting those requirements. Briefly, the program requires students to take specific courses within their teaching fields and at least five additional courses.

Required:

Education 102 or 212 or for MIT students, Seminar 212, 300, 302 and 303, Psychology 207.

Recommended:

Education 200, 208, 216 or 307; Psychology 212, 217, or 219; MIT Seminars 211 and 212, SRE 222; Black Studies 105.

The Commonwealth requires that three courses taken prior to student teaching include field experience. In some circumstances, students may meet some of the requirements by submitting evidence of similar experience. Students should plan their program of studies to fulfill these requirements in consultation with a member of the department before the end of sophomore year.

Certification in Massachusetts is recognized by many other states.

English

Professor:

Quinn P, Layman P, Ferry A, Garis, Finkelppearl, Craig, Gold (Chairman), Sabin

Associate Professor:

Bidart, Cain, Harman, Peltason, Tyler

Assistant Professor:

Rosenwald, Polito, Reimer, Hellerstein, Lynch

Instructor:

Sides, Pelensky P, Robinson P

Lecturer:

Eyges, Stubbs P, Strong P

101 (1) (2) Critical Interpretation

A course designed to increase power and skill in critical interpretation by the detailed reading of individual works of literature in historical context.

Open to all students.

The Staff

112 (1) (2) Introduction to Shakespeare

The study of a number of representative plays with emphasis on their dramatic and poetic aspects.

Open to all students.

Miss Craig, Mrs. Sabin, Mr. Polito, Ms. Lynch

125 (1) (2) This course satisfies the college-wide writing requirement, introduced in 1983-84. For a complete description of sections taught by members of the English Department, see Writing Program in this catalog. Students interested in participating as tutors or tutees in a special tutorial section of 125 should see Mrs. Stubbs or their class deans.

127 (2) Modern Drama

The study of British, American, and European drama from Ibsen to the present.

Open to all students.

Mr. Rosenwald

150 (1) (2) Colloquia

For directions for applying see p. 48. Open by permission to a limited number of freshman and sophomore applicants.

(1)

American Women Writers of the Short Story

Short stories of the past one hundred years by Sarah Orne Jewett, Edith Wharton, Willa Cather, Katherine Anne Porter, Eudora Welty, Flannery O'Connor, Grace Paley, and others.

Mrs. Eyges

(2)

Jewish American Literature

A literary and cultural study of poetry and fiction written in America by Jews. From the beginnings among the immigrants of the 1880s through contemporary writers. Yiddish works by Isaac Bashevis Singer and others to be read in translation. Authors to include Abraham Cahan, Saul Bellow, Philip Roth, Henry Roth, Cynthia Ozick, and Grace Paley.

Ms. Hellerstein

200 (2) Intermediate Expository Writing

Practice in writing expository prose. Six short papers; some revising. Many workshop classes devoted to analysis of photocopied student papers. Moderate amount of reading as resource for writing, some class discussion of texts.

201 (1) (2) The Critical Essay

Attention to the problems and possibilities of writing about literature; many practical exercises and opportunities for revision; often, though not always, directed to one or two texts and representative essays that have been written about those texts.

Open to all students.

Miss Craig, Mr. Cain, Mrs. Eyges

202 (1) Poetry

The writing of short lyrics and the study of the art and craft of poetry.

Open to all students by permission of the instructor.

Mr. Bidart

203 (1) (2) Short Narrative

The writing of the short story; frequent class discussion of student writing, with some reference to established examples of the genre. Prerequisite: same as for 202.

Mr. Polito, Ms. Hellerstein

211 (2)* Medieval Literature

Major works of medieval literature excluding those of Chaucer. A study of the medieval search for ways to represent human experience in imaginative literature, a search that led writers to the authority of dreams, to creating dramatic allegories, to recasting ancient stories into medieval forms, and to the song-like simplicity of medieval lyric poetry. Works will include, for example, *Piers Plowman*, cycle plays, and *Sir Gawain and the Green Knight*.

Open to all students.

Ms. Lynch

213 (1) Chaucer

An introduction to Chaucer's poetry and Middle English through readings in *Troilus and Criseyde*, *The Canterbury Tales*, and selected shorter poems. An issue in the course will be the tension between individual experience and conventional form in Chaucer's narrative art.

Open to all students.

Ms. Lynch

222 (2) Renaissance Literature

Prose and poetry from More and the courtier poets of Henry VIII through Shakespeare's greatest 16th-century predecessors, Sidney, Spenser, and Marlowe. A study of forms characteristic of the Renaissance, and of the changing climate of ideas.

Open to all students.

Miss Craig

223 (1) Shakespeare Part I: The Elizabethan Period

Plays written between 1591 and 1604, for example: *Richard II*, *Henry IV*, *Much Ado About Nothing*, *Troilus and Cressida*, *Hamlet*, *Measure for Measure*, *Othello*.

Prerequisite: 101.

Mr. Layman, Mr. Finkelppearl, Miss Craig

224 (2) Shakespeare Part II: The Jacobean Period

Plays written between 1605 and 1611, for example: *King Lear*, *Macbeth*, *Antony and Cleopatra*, *Coriolanus*, *Cymbeline*, *The Winter's Tale*, *The Tempest*.

Prerequisite: 101.

Mr. Garis, Mr. Finkelppearl, Mr. Polito

227 (2) Milton

Close analysis of Milton's major poems. Some examination of the political and religious contexts of Milton's writings, his influence on later poets, and his importance for 20th-century critics and literary theorists.

Open to all students.

Mr. Cain

234 (1) Restoration and Eighteenth-Century Literature

A survey of major authors from a period that spans the gap between two great revolutions. Examples will be taken from popular as well as polite literature and from a variety of genres including drama, fiction, satire, and criticism.

Open to all students.

Ms. Sides

241 (1) Romantic Poetry

Discussion of a selection of poems and some critical prose by Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats.

Open to all students.

Mr. Bidart, Mr. Tyler

245 (1) Victorian Literature

Poetry, fiction, and social criticism by major Victorian writers, including Mill, Carlyle, Dickens, Tennyson, Browning, Ruskin, and Arnold. Some emphasis will be placed on recurring themes, such as the growing conflict between private values and public facts.

Open to all students.

Ms. Reimer

251 (1) Modern Poetry

Twentieth-century poetry and poets, emphasizing the sources and achievements of the modernist revolution. Major figures will be studied, such as Yeats, Eliot, Pound, Stevens, Frost, Williams and Lowell.

Open to all students.

Miss Craig, Ms. Hellerstein

266 (1) Early Modern American Literature

Representative selections from Whitman and Dickinson through the twenties.

Open to all students.

Mr. Cain, Mr. Rosenwald

267 (2) Late Modern and Contemporary American Literature

Representative selections from Faulkner to the present day.

Open to all students.

Mr. Cain, Mr. Peltason, Mr. Rosenwald

271 (1) The History of the English Novel I
 The beginnings of the English novel in the 18th century: Defoe through Jane Austen.
 Open to all students.
Ms. Sides

272 (1) (2) The History of the English Novel II
 The 19th-century English novel from the Brontës to James.
 Open to all students.
Mr. Quinn, Ms. Harman, Mr. Peltason, Ms. Reimer, Ms. Sides

273 (2) The History of the English Novel III
 The 20th-century English novel from Conrad to the present.
 Open to all students.

Mrs. Sabin, Ms. Hellerstein

283 (2)* English Drama I
 Theories of the origins of drama; medieval guild, miracle, and morality plays; Tudor interludes. Earlier Elizabethan drama, concentrating on Marlowe and Jonson.
 Open to all students.

Mr. Finkelpearl

284 (2)* English Drama II
 Jacobean drama: Webster, Tourneur, Marston, Chapman, Beaumont and Fletcher, Massinger. Restoration drama, notably Congreve. Eighteenth-century drama, notably Sheridan. A brief look at such modern playwrights as Wilde and Shaw.
 Open to all students.
 Not offered in 1983-84.

301 (2) The Short Story
 Techniques of short story writing together with practice in critical evaluation of student work. Open by permission of the instructor to students who have taken one Grade II writing course.

Mr. Strong

302 (2) Advanced Writing/Poetry
 Intensive practice in the writing of poetry.
 Prerequisite: 202 or by permission of the instructor.

Mr. Polito

313 (2)* Advanced Studies in Chaucer
 Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor to other qualified students.
 Not offered in 1983-84.

320 (1) (2) Literary Cross-Currents

Topics for 1983-84 (1) Henry James and traditions of fiction. Selected novels and criticism by James in the context of the novelists who interested and influenced him, especially Balzac, Flaubert, George Eliot, Hawthorne.

(2) Women in Literature, Culture and Society. An exploration of the social and literary concerns of 19th- and 20th-century women writers (from Wollstonecraft to Woolf) who were interested in representing the lives of women. Novels will be read in conjunction with documentary literature and recent feminist criticism. Not open to students who took English 386 in 1982-83.

Prerequisite same as for 313.

Mrs. Sabin (1), Ms. Harman (2)

325 (1) Advanced Studies in the Renaissance

A special study of some aspect of English Renaissance literature. Topic for 1983-84: Sir Philip Sidney: Lamp and Mirror of His Age. Biographical and critical study of a brief, dazzling, and lastingly influential career. As the style-setting love poet of his time, author of the first English essay in literary criticism and of the *Arcadia*, an experimental "heroic poem in prose," Sidney manifests everywhere an inimitable "quality of joyous seriousness" easy to identify and love. But he manifests also certain ardors—ethical, political, erotic—which often very precarious balance is the product of both a great private sensibility and a great cultural moment. An aim of the course will be to make the man and his milieu mutually illuminating.

Prerequisite same as for 313.

Mr. Layman

327 (1) Seventeenth-Century Literature

Major themes and structures in the works of such poets as Donne, Herbert, Vaughan and Marvell and of such prose writers as Bacon, Burton, Brown, Bunyan and Milton.

Prerequisite: same as for 313.

Ms. Harman

331 (2)* The Age of Satire

A study of satire as social response and as literary phenomenon, exemplified in the work of such writers as Dryden, Congreve, Gay, Swift, and Pope.

Prerequisite: same as for 313.

Not offered in 1983-84.

333 (2)* From Neoclassic to Romantic

The shift of sensibility from the 18th to the 19th century studied with emphasis on such authors as Johnson, Burke, and Blake.

Prerequisite: same as for 313.

Mr. Tyler

341 (2) Advanced Studies in the Romantic Period

Topic for 1983-84: The concept of freedom in Rousseau, Kant and Wordsworth. Emphasis will be on Wordsworth's *Prelude*, but this will be approached via two great earlier continental texts (Rousseau's *Second Discourse: On the Origins of Inequality* and Kant's *Groundwork of the Metaphysic of Morals*) that have freedom and responsibility as their theme.

Prerequisite: same as for 313.

Mr. Gold

345 (2) Victorian and Modern Literature

A survey of late Victorian and early Modern texts, emphasizing the continuities between 19th- and 20th-century literature: the modernity of Victorian literature and the Victorian origins of modern literature. Selections from Arnold, Hopkins, Pater, Wilde, early Yeats, early Eliot, and others.

Prerequisite: same as for 313.

Mr. Peltason

350 (1) (2) Research or Individual Study 1 or 2

Open to qualified students by permission of the instructor and the chairman of the department. Two or more Grade II or Grade III units in the department are ordinarily a prerequisite.

351 (2) Advanced Studies in Modern Poetry

Topic for 1983-84: The post-modern generation. A study of the work of Lowell, Bishop, Ginsberg, Jarrell, Berryman and Plath, emphasizing the ways they extended and changed the Modernist revolution begun by the great generation of writers that preceded them.

Prerequisite: same as for 313.

Miss Craig

362 (1) The American Renaissance: Thoreau, Emerson, Hawthorne and Melville

Studied in themselves and with reference to 18th- and 19th-Century backgrounds.

Prerequisite: same as for 313.

Mr. Rosenwald

363 (2) Advanced Studies in American Literature

Topic for 1983-84: Poe and Melville. A study of their major work in fiction.

Prerequisite: same as for 313.

Mr. Quinn

370 (1-2) Thesis 2

Open only to honors candidates who choose to do honors research or an honors project in creative writing. For alternate honors programs see Directions for Election.

372 (1) Advanced Studies in the Novel

Topic for 1983-84: James Joyce (*Ulysses*) and the short fiction of D. H. Lawrence.

Prerequisite: same as for 313.

Mr. Garis

381 (1) The English Language

Historical linguistics: major characteristics of the English language today studied as the products of their origin and history. Emphasis on speech, dictionaries, semantics and etymology, and translation.

Open to juniors and seniors who have taken or are taking two Grade II literature courses in the department, or a course in linguistics, or by permission of the instructor to other qualified students.

Not offered in 1983-84.

382 (2) Criticism

Study of major late 19th- and 20th-century critics and theoretical issues. Emphasis on definitions and discussions of the reading process, the relations between criticism and history, interpretive "authority," the role of the critic and intellectual in the modern world, and the development of "English" as an academic discipline. Figures to be studied include Arnold, Eliot, Pound, Leavis, the New Critics, Frye, Trilling, Fish, Culler, Foucault, Said, and others.

Prerequisite: same as for 313.

Mr. Cain

386 (1) Seminar

Topic for 1983-84: The Poetry of Yeats. Emphasis will fall simply on the understanding and enjoyment of Yeats's *Collected Poems*, but some attention will also be given to Yeats's predecessors in an Anglo-Irish literary tradition.

Prerequisite: same as for 313.

Mr. Gold

387 (2) Seminar

Topic for 1983-84 George Eliot A reading of her major fiction in close connection to her life and times, with emphasis on her sense of her vocation, her audience, and her art.
Prerequisite same as for 313.

Ms. Reimer

Cross-Listed Courses**Black Studies 150 (1)** 1**

Black Autobiography
For description and prerequisite see Black Studies 150.

Black Studies 212 (2)**

Black Women Writers
For description and prerequisite see Black Studies 212.

Black Studies 264 (1)**

The Afro-American Literary Tradition
For description and prerequisite see Black Studies 264

Extradepartmental 231 (2)

Interpretation and Judgment of Films
For description and prerequisite see Extradepartmental 231.

Medieval/Renaissance Studies 247 (2)

Arthurian Legends
For description and prerequisite see Medieval/Renaissance Studies 247.

Philosophy 204 (2)

Philosophy and the Novel
For description and prerequisite see Philosophy 204

Directions for Election

Grade I literature courses are open to all students and presume no previous college experience in literary study. They provide good introductions to such study because of their subject matter or focus on training in the skills of critical reading and writing. Grade II courses, also open to all students, presume some competence in those skills. They treat major writers and historical periods, and provide training in making comparisons and connections between different works, writers, and ideas. Grade III courses encourage both students and teachers to pursue their special interests. They presume a greater overall competence, together with some previous experience in the study of major writers, periods, and ideas in English or American literature. They are open to all those who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor or chairman to other qualified students. For admission to seminars and for independent work (350), students of at least B+ standing in the work of the department will have first consideration. Students are encouraged to consult with the instructors of courses they are interested in. More complete descriptions of all courses, composed by their instructors, are posted on bulletin boards in Founders Hall, and are available from the department secretary.

Students with AP credits in English, together with other freshmen and sophomores who may be considering English as a major or double major, should at some convenient point confer with the chairman. The department also maintains a roster of faculty advisors available for students contemplating English courses, whether as majors or nonmajors.

The English major consists of a minimum of eight courses, six of which must be in literature. At least four of the latter courses must be above Grade I and at least two at the Grade III level. (Neither English 125 nor English 200 may be counted toward the major.) There are also certain requirements covering the kind of courses taken. All students majoring in English must take Critical Interpretation (101), at least one course in Shakespeare (preferably at the 200 level), and (for all students beginning their concentration in 1982-83) two courses falling before the modern period, of which at least one must fall before 1800. Students who can show that they have had work equivalent to 101 may apply to the chairman for exemption from the Critical Interpretation requirement. A course falling before the modern period is defined here as a course emphasizing works written before 1900. Students majoring in English should consult with their advisors in order to determine whether they will have met the departmental requirements and in order to ensure a good balance between breadth and depth.

The department offers a choice of three programs for Honors. Under Program I the honors candidate does independent research or a project in creative writing. Although this program, upon completion, enters the student's transcript as two units of English 370, it may be begun as a unit of 350 and converted to 370 at the end of an auspicious fall semester. Programs II and III offer an opportunity to receive Honors on the basis of work done for regular courses; these programs carry no additional course credit. A candidate electing Program II takes a written examination in a field defined by several of her related courses (e.g., the Renaissance, drama, criticism). One electing Program III presents a dossier of essays written for several courses with a statement of connections between them and critical questions raised by them.

Special attention is called to the range of courses in writing the College offers. English 125 is open to all students who want to improve their skills in writing expository essays. Extradepartmental 125O is open, with the permission of a class dean, to students who would benefit from a continuation of English 125 or from an individual tutorial. English 200 is a new course made possible through an endowed fund given by Luther L. Repleglo in memory of his wife, Elizabeth McIlvaine Repleglo. It is a workshop designed especially for upperclassmen who want training in expository writing on a level above that of English 125. English 201 (The Critical Essay), besides offering intensive instruction in writing about literature, may include opportunities for writing review articles about the other arts. Courses in the writing of poetry and fiction (Grades II and III) are planned as workshops with small group meetings and frequent individual conferences. In addition, qualified students may apply for one or two units of Independent Study (350) in writing. Grade II and Grade III courses in writing and 350 writing projects as well, may at the discretion of the instructor be offered credit/noncredit/credit-with-distinction. Knowledge of English and American history, of the course of European thought, of theatre studies, and of at least one foreign literature at an advanced level is of great value to the student of English.

Students expecting to do graduate work in English should ordinarily plan to acquire a reading knowledge of two foreign languages.

French

INTERDEPARTMENTAL MAJOR: French Studies

Professor:
Galand, Stambolian

Associate Professor:
*Mistacco, Lydgate (Chairman), Gillain,
Grimaud, Respaud*

Assistant Professor:
*Hules P., Levitt A., Straus, Frye A., Abetti A., Raffy,
Yaari*

Visiting Assistant Professor:
Vanpée

Instructor:
Kohn

All courses (except 220 and 349) are conducted in French. Oral expression, composition, and, in certain courses, creative writing are stressed.

The department reserves the right to place new students in the courses for which they seem best prepared regardless of the number of units they have offered for admission.

Qualified students are encouraged to spend the junior year in France on the Wellesley-in-Aix program or another approved program. See p. 41.

101-102 (1-2) Beginning French 2

Intensive oral training and practice in listening, speaking, and reading, supplemented by regular laboratory assignments. A slide presentation of the text introduces each week's cultural and linguistic material. The French comic book *Astérix* will be used as a supplement during the second semester. Three periods.

Open only to students who do not present French for admission.

Mr. Grimaud and Staff

111 (1) Elementary Intermediate French

Intensive oral training and practice in listening comprehension and writing. Thorough grammar review. Vocabulary building. Three periods. Open to students by permission of the department only. To receive credit for 111, students completing the course must proceed to 122. To fulfill the language requirement, students completing 111 must proceed to 122.

Ms. Hules

121-122 (1-2) Intermediate French 2

First semester: Particular stress on grammar review, listening comprehension, vocabulary

building, and development of oral skills. Second semester: choice of different sections emphasizing either the reading of modern texts with discussion and written work or further development of conversational skills through regular laboratory work using primarily nonliterary materials. Three periods.

Prerequisite: 102.

Ms. Hules and Staff

141-142 (1-2) The Language and Culture of Modern France 2

Discussion of selected modern literary and cultural texts. Grammar review. Study of vocabulary and pronunciation. Frequent written and oral practice. Three periods.

Prerequisite: 122.

Ms. Mistacco and Staff

201 (1) 202 (2) French Literature and Culture Through the Centuries 1 or 2

First semester: From the Middle Ages through Classicism. Second semester: From the Enlightenment through Existentialism. Class discussion of selected masterpieces, short papers, outside reading, slides. Either semester may be taken independently.

Prerequisite: 142, or, by permission of the instructor, 122.

Ms. Yaari, Ms. Mistacco

205 (1) French Society Today

Contemporary problems and attitudes. Class discussion of representative texts, periodicals, and newspapers. Oral reports, short papers, outside reading.

Prerequisite: same as for 201.

Ms. Hules

206 (1) (2) Intermediate Spoken French

Practice in conversation, using a variety of materials including films, videotapes, periodicals, songs, radio sketches, and interviews. Regular use of the language laboratory. Enrollment limited to 15. Freshmen may register for this course only after consultation with the instructor. Prerequisite: same as for 201.

Ms. Raffy, Ms. Gillain

212* Medieval French Literature I

The knight, the lover, and the outlaw: from the *Chanson de Roland* through Villon. Medieval texts read in modern French.

Prerequisite: one unit of 201, 202, 205, or 206; or, by permission of the instructor, 142. Not offered in 1983-84.

213 (2) French Drama in the Twentieth Century

Trends in contemporary drama: symbolism, the use of myths, the influence of existentialism, the theatre of the absurd.

Prerequisite: same as for 212.

Mr. Kohn

214 (1) The French Novel in the Nineteenth Century

Intensive study of narrative techniques and the representation of reality in major works by Balzac, Stendhal, Flaubert, Zola.

Prerequisite: same as for 212.

Ms. Mistacco

215 (2) Baudelaire and Symbolist Poets

The nature of the poetic experience studied in the works of Baudelaire, Verlaine, Rimbaud, Mallarmé, and Laforgue.

Prerequisite: same as for 212.

Mr. Galand

219 (1) Love/Death

In major novels of different periods, this course will investigate the connection between fiction and our fundamental preoccupation with the issues of love and death. Texts ranging from medieval to 20th century will be studied, with an eye toward understanding how the themes of love and death are related to structure, narration, and the dynamics of reading.

Prerequisite: one Grade II unit of French literature, or by permission of the instructor.

Ms. Respaut

220 (2) Proust and the Modern French Novel (in English)

Psychology and aesthetics in works by Flaubert, Gide, Sartre, Beckett, Duras, and Robbe-Grillet, with emphasis on Proust's *Remembrance of Things Past*. Lectures, papers, and class discussion in English. Students may read the texts in French or in English translation.

Open to all students except those who have taken two or more Grade II courses in French literature.

Mr. Stambolian

222 (1) (2) Studies in Language I

Comprehensive review of French grammar, enrichment of vocabulary, and introduction to French techniques of composition and the organization of ideas. Limited enrollment. Not open to students who have taken 223.

Prerequisite: 142, or by permission of the instructor.

Mr. Galand, Mr. Grimaud, Ms. Yaari

223 (1) Studies in Language II

Techniques of expression in French essay writing, including practice in composition, vocabulary consolidation and review of selected grammar problems. Skills in literary analysis and appreciation will be developed through close study of short stories, poems and plays. Not open to students who have taken 222.

Prerequisite: same as for 222.

Mr. Grimaud

226 (1) (2) Advanced Spoken French

Practice in oral expression to improve fluency and pronunciation with special attention to idiomatic vocabulary and phonetics. In addition to recordings, videotapes, and periodicals, classics of the French cinema will be studied for their linguistic interest. Regular use of the language laboratory. Enrollment limited to 15. Not open to freshmen. Not recommended for students who have studied in France.

Prerequisite: one Grade II unit except 206, or by permission of the instructor.

Ms. Gillain, Ms. Respaut

240 (2) French Cinema

A survey of French cinema from its invention (Lumière, Méliès) to the New Wave (Godard, Truffaut) with emphasis on the classical narrative film of the '30s and '40s (Vigo, Carné, Renoir, Ophuls, Cocteau, Bresson). Enrollment limited to 20.

Prerequisite: one Grade II unit of French literature.

Ms. Gillain

249 (1) (2) Selected Topics 1 or 2

First semester: Paris. History and architecture of the *Ville Lumière*; the life of its neighborhoods; its mythical places (cafés, the métro); its literature; its denizens; its influence on French culture and consciousness.

Prerequisite: one Grade II unit, or by permission of the instructor.

Not offered second semester in 1983-84.

Ms. Raffy

250 (2) The French Press

A reading of current newspaper and magazine articles in French. The emphasis will be political, sociological, intellectual as well as linguistic (practice in conversation and composition). Analysis of cartoons and comic strips from satirical newspapers and magazines and of advertisements from the daily and weekly press. Ideological and stylistic differences will be stressed. Oral and written reports. Enrollment limited to 15.

Prerequisite: same as for 249.

Ms. Hules

300 (2)* French Literature of the Renaissance

Social and intellectual contexts of the Renaissance in France. Humanism vs. traditional theology. Popular vs. official culture. Oral tradition and the revolution of printing. Tolerance vs. religious fanaticism. Study of major writers and the important literary beginnings their works reflect. Rabelais and the birth of the novel; Montaigne and the origins of autobiography; love poetry reoriented with Ronsard; a tradition of women's writing established by Louise Labé and Marguerite de Navarre. Frequent reference to concurrent developments in music and the plastic arts.

Prerequisite: 201 and 202 or their equivalents, or one unit of 212, 213, 214, 215, or 219.

Mr. Lydgate

301 (1) The French Classical Theatre

Power struggle as represented on the stage. Study of plays by Corneille, Racine, and Molière, with reference to important political, social, religious, and philosophical changes in the 17th century from Louis XIII and Richelieu through the most spectacular decades of the reign of the Sun King.

Prerequisite: same as for 300.

303 (2)* Advanced Studies in the Seventeenth and Eighteenth Centuries

Topic for 1983-84: *Préciosité* and feminism in 17th-century French literature. An exploration of texts by male and female writers, focusing on images of the liberated woman during the reigns of Louis XIII and Louis XIV. Emphasis on works by d'Urfé, Madeleine de Scudéry, Abbé de Pure, Molière, Madame de LaFayette, Fénelon.

Prerequisite: same as for 300.

304 (1)* The French Novel in the Eighteenth Century

The affirmation of self and the evolution of narrative forms. Special attention will be given to the ideological assumptions underlying the portrayal of women and their relationship to narrative structures. Authors studied: Prevost, Mme Riccoboni, Rousseau, Diderot, Laclos, Sade.

Prerequisite: same as for 300.

Not offered in 1983-84.

Ms. Mistacco

Offered in 1984-85.

305* Advanced Studies in the Nineteenth Century

Not offered in 1983-84.

306 (1) Literature and Ideology in the Twentieth Century

Ideological purpose and literary form in selected works of Proust, Gide, Breton, Malraux, Sartre, Camus, and Robbe-Grillet.

Prerequisite: same as for 300.

Mr. Galand

307 (2)* French Poetry in the Twentieth Century

The nature and function of poetic creation in the works of Valéry, Apollinaire, Breton, Saint-John Perse, Char, and Ponge. Representative texts by poets associated with OULIPO and *Tel Quel* will also be included.

Prerequisite: same as for 300.

Mr. Galand

308 (1) (2) Advanced Studies in Language I

Comparative stylistics: a normative approach through linguistic analysis to the processes and patterns of translation. Theories are tested and applied.

Prerequisite or corequisite: one Grade III unit of French literature and 222 or 223, or their equivalents. Not open to students who have taken 309, or who are returning from a junior year or semester abroad in France.

Ms. Gillain

309 (1) Advanced Studies in Language II

Translation into French from novels, essays and poetry. Study of French style through analysis of selected texts.

Prerequisite: same as for 308. Not open to students who have taken 308.

Mr. Galand

312* Medieval French Literature II

See 212. Joint class meetings for 212 and 312. Supplementary assignments and readings in Old French for students at Grade III level.

Open by permission of the instructor.

Not offered in 1983-84.

Offered in 1984-85.

318 (2)* The Reader in the New Novel

Recent experiments in fiction: textual play vs. expression, communication, representation; transgression and transformation of conventions of reading. Some discussion of film. Emphasis on the works and theoretical writings of Sarraute, Butor, Beckett, Duras, Simon, Ricardou, and Robbe-Grillet.

Prerequisite: same as for 300.

Ms. Mistacco

319 (1) Women, Language and Literary Expression

Topic for 1983-84: Subversion and creativity: Twentieth-Century Women Writers in France. Selected texts by Colette, Beauvoir, Duras, Leduc, Chawaf, Cardinal and Wittig, with emphasis on the revolutionary transformations in thinking about women in recent decades and the correspondingly explosive forms of writing by women in their search for a new language. Prerequisite: one Grade II unit of French literature, or by permission of the instructor.

Ms. Respaud

321 (1) Seminar

Topic for 1983-84: Modern tendencies in literary criticism. Discussion of the major movements of 20th-century French literary criticism, including historical, sociological, psychoanalytic, phenomenological, structuralist, and post-structuralist perspectives. Analysis will focus on applications of these critical approaches to the great tragedies of Racine, principally *Andromaque*, *Britannicus*, *Bérénice*, *Bajazet* and *Phèdre*.

Prerequisite: one Grade III unit of French literature or by permission of the instructor.

Mr. Straus

330 (2) Intellectual Revolutions

Topic for 1983-84: *L'Encyclopédie*: Literary masterpiece, cultural phenomenon. Diderot and d'Alembert's project to create a compendium of all knowledge; the role of their book as a major philosophical and social document of the 18th century. Historical and literary contexts of the *Encyclopédie*. Discussion of articles on major issues of the Enlightenment (concepts of freedom, wealth, man, woman, history, language, power, censorship, etc.) that situate the *Encyclopédie* at the origins of modern consciousness.

Prerequisite: one Grade II unit in French, or by permission of the instructor.

Ms. Vanpée (MIT) (Taught at Wellesley)

349* Studies in Culture and Criticism (in English)

Not offered in 1983-84.

350 (1) (2) Research or Individual Study 1 or 2

Prerequisite: same as for 321.

370 (1-2) Thesis 2 to 4

Open only to honors candidates.

Directions for Election

Course 101-102 is counted toward the degree but not toward the major. Students who begin with 101-102 in college and who plan to major in French should consult the chairman of the department during the second semester of their freshman year. Course 141-142 may not be elected by students who have taken both 101-102 and 121-122. A student may not count toward the major 220, both 121-122 and 141-142, both 206 and 226. Course 349 may be counted toward the major but not toward the minimum major.

Students who achieve a final grade of A or A- for 121 or 141 may, on the recommendation of their instructor, accelerate their study of French in the following manner: from 121 to 142, from 141 to a lower Grade II course. Students achieving a final grade of A or A- for 102 may, upon the recommendation of their instructor, accelerate to 141.

Majors are required to complete the following courses or their equivalents: either 222 or 223, and either 308 or 309. Majors completing this requirement after a junior year or semester abroad should elect 309 in the first semester; 308 is not open to these students. In some cases 226 may also be required. Majors should consult their advisors regularly to arrange a program of study with these objectives: (a) oral and written linguistic competence; (b) acquisition of basic techniques of reading and interpreting texts; (c) a general understanding of the history of French literature; (d) focus on some special area of study (such as a genre, a period, an author, a movement, criticism, poetics, contemporary French culture).

Students interested in an interdepartmental major in French Studies should consult the listing of courses under that heading in the Catalog, those courses, plus Religion 104 and 105, are also recommended for departmental majors in French.

Students who plan to do graduate work in French are advised to begin or to pursue the study of a second modern language and the study of Latin; those who plan to do graduate work in comparative literature are advised to continue the study of one or more other modern literatures and to acquire proficiency in at least one classical language.

Students interested in obtaining certification to teach French in the Commonwealth of Massachusetts should consult the director of the Interdepartmental Major in French Studies and the Chairman of the Department of Education.

French Studies AN INTERDEPARTMENTAL MAJOR

The major in French Studies offers students the opportunity to achieve oral and written linguistic competence, a good knowledge of France through study of its history, literature, arts and thought, and an understanding of contemporary French society.

Students will have the further advantage of working closely with two advisors, one from French and one from another area of study, to devise and focus their programs. Programs are subject to the approval of the director.

Requirements. For the major, at least four units in French above the Grade I level are required. Of these, at least one shall be at the Grade III level, and at least one chosen from among the following: French 220, 222, 223, 308, 309. All courses above French 102 may be counted toward the major in French Studies, except that French 121-122 and 141-142 may not both be counted, and only one course in each of the following pairs of related courses may be counted French 206 and 226, French 222 and 223, French 308 and 309.

For the major in French Studies, two or more courses shall be elected from the following:

Art 202 (1)

Medieval Art

Art 203 (2)

Cathedrals and Castles of the High Middle Ages

Art 219 (1)

Art in An Earthly Paradise: Painting and Sculpture of the Nineteenth Century

Art 306 (2)

History of Photography

Art 312 (2)*

Problems in Nineteenth- and Early Twentieth-Century Art

Black Studies 310 (2)**

Seminar. Black Literature

Extradepartmental 331 (2)

Seminar. The Theatre Since 1945

Extradepartmental 334 (1)

Seminar. The Autobiographical Impulse in Photography, Writing and Speaking

History 235 (1)

Intellectual History of the Middle Ages and Renaissance

History 236 (2)*

The Emergence of Modern European Culture: the Seventeenth and Eighteenth Centuries

History 242 (1)

France in the Splendid Century

History 243 (2)

The Enlightenment, the French Revolution, and Napoleon

French Studies

History 244 (1)

History of Modern France, 1815-Present

History 330 (1)

Seminar. Medieval Kings, Tyrants and Rebels

History 348 (1)

Seminar. Women, Work and the Family in European History, 1700-Present

Language Studies 237 (2)

History and Structure of the Romance Languages

Music 251 (2)*

Music in the Middle Ages

Music 252 (2)*

Music in the Renaissance

Political Science 343 (2)*

Seminar. Society and Self in French Thought

At the discretion of the director, after consultation with the course instructor, research or individual study (350) may be approved, as may such other courses as: Art 216, European Art from the Renaissance through the Nineteenth Century; Art 225, Modern Art; Art 228, Nineteenth- and Twentieth-Century Architecture; History 237, Modern European Culture: the Nineteenth and Twentieth Centuries; Music 209, the Classical Era; Philosophy 200, Modern Sources of Contemporary Philosophy; Philosophy 223, Phenomenology and Existentialism; Political Science 205, Politics of Western Europe; Political Science 222, Comparative Foreign Policies; Extradepartmental 333, Comparative Literature.

Students interested in obtaining certification to teach French in the Commonwealth of Massachusetts should consult the director of the Interdepartmental Major in French Studies and the Chairman of the Department of Education.

Geology

Professor
Andrews (*Chairman*)

Associate Professor.
Besanson, Thompson A

Assistant Professor:
Hager

Laboratory Instructor
Weisse P

100 (1) Oceanography

An introduction to ocean science with an emphasis on marine geology. Topics include ocean currents and sediments, ocean basin tectonics and evolution, coral reefs, deep-sea life, and marine resources. No laboratory.

Open to all students.

Mr. Andrews

102 (1) (2) Introduction to Geology

An introduction to the basic features of the solid earth and the processes that continue to modify it. Emphasis on the development and impact of the continental drift and plate tectonics theories. Laboratory and field trips include study of minerals, rocks, topographic and geologic maps.

Open to all students.

Mr. Besanon, Ms. Hager

200 (2) Historical Geology

The geologic history of North America and the evolution of life as revealed in the fossil record. Interpretation of paleogeography and ancient sedimentary and tectonic environments. Laboratory and field trips.

Prerequisite: 102 or by permission of the instructor.

Mr. Andrews

202 (1) Mineralogy

Introduction to crystallography; systematic study of the rock-forming minerals. Emphasis on geochemical relationships including bonding, solid solution series, and mineral structure. Introduction to optical mineralogy. Laboratory.

Prerequisite: 102 or by permission of the instructor.

Mr. Besanon

206 (1)* Structural Geology

Introduction to geometry and origin of rock structure ranging from microtextures and fabrics to large-scale folding and faulting. Emphasis on processes of rock deformation in terms of theoretical prediction and experimental findings. Laboratory and field trips.

Prerequisite: 102 or by permission of the instructor.

Not offered in 1983-84.

Ms. Thompson

Offered in 1984-85.

207 (2)* Earth Resources

An introduction to the formation and location of geological resources, especially petroleum, coal, ores and water. Topics will include supply and estimation of reserves, modern exploration and exploitation techniques, and environmental considerations. Field trips to be arranged. No laboratory.

Prerequisite: 102 or by permission of the instructor.

Not offered in 1983-84.

Mr. Besanon

Offered in 1984-85.

304 (1)* Stratigraphy and Sedimentation

Study of the formation, composition, and correlation of stratified rocks. Emphasis on sedimentary environments, transportation of sedimentary particles, sediment diagenesis, and sedimentary petrography. Laboratory and field trips.

Prerequisite: 202.

Ms. Hager

Not offered in 1984-85

305 (1)* Invertebrate Paleontology

The morphology and evolution of the major fossil invertebrate phyla with discussion of such general topics as functional morphology, origin of species and higher taxa, ontogeny and phylogeny, and animal size and shape relationships. Laboratory. Prerequisite: 200 or by permission of the instructor.

Not offered in 1983-84.

Mr. Andrews

Offered in 1984-85.

308 (2)* Plate Tectonics

An examination of the geological, paleontological, and geophysical arguments underlying the plate tectonic theory of global dynamics. Topics to include: historic controversy over continental drift, evidence from the ocean basins leading to the concept of sea floor spreading, geophysical evidence for plate boundaries and plate motions, tectonic provinces associated with presently active plate boundaries, applications of plate theory in the interpretation of ancient tectonic provinces.

Prerequisite: 102 and 206.

Not offered in 1983-84.

Ms. Thompson

Offered in 1984-85.

309 (2) Petrology

Study of the origin and occurrence of igneous and metamorphic rocks with particular reference to modern geochemical investigations. Examination and description of hand specimens and thin sections using the petrographic microscope. Laboratory.

Prerequisite: 202.

Mr. Besancon

310 (2)* Geometrics

Statistical analysis of geologic data utilizing univariate, bivariate, and multivariate techniques. Development and application of FORTRAN computer programs for the solution of geologic problems. Laboratory includes field mapping and scientific photography.

Prerequisite: 102 and one Grade II unit, or permission of the instructor.

Mr. Andrews

Not offered in 1984-85.

349 (2)* Seminar

Normally a different topic each year.

The Staff

Not offered in 1984-85.

350 (1) (2) Research or Individual Study 1 or 2

Open by permission to juniors and seniors.

370 (1-2) Thesis 2 to 4

Open only to honors candidates.

Cross-Listed Courses**Extradepartmental 112 (2)* ******

Evolution: Change Through Time
For description and prerequisite see Extradepartmental 112.

Directions for Election

In addition to eight units in geology, normally to include 200, 206, 304, and 309, the minimum major requires four units from other laboratory sciences, mathematics, or computer science. All four units may not be taken in the same department. A student planning graduate work should note that most graduate geology departments normally require two units each of chemistry, physics, and mathematics. Biology often may be substituted if the student is interested in paleontology.

The department recommends that students majoring in geology take a geology field course, either 12.051 and 12.052 offered by MIT or a summer geology field course offered by another college.

German

Professor
Goth (*Chairman*)

Associate Professor.
Ward A

Assistant Professor:
Prather P, Hansen, Kruse

Instructor:
Gottschalk P

The language of the classroom in all courses is almost exclusively German. The student thus has constant practice in hearing, speaking, and writing German.

The department reserves the right to place a new student in the course for which she seems best prepared regardless of the number of units she has offered for admission.

By doing special reading during the summer and upon approval of the chairman, capable students in 100 have the opportunity to omit intermediate level courses and proceed with 202.

Upon recommendation of their instructor and approval of the chairman, students may proceed from 101 or 102 to 105 or from 104 to 203 at mid-year.

Qualified students may be recommended to spend the junior year in Germany. See p. 41.

100 (1-2) Beginning German 2

An introduction which emphasizes German as it is spoken and written today. Extensive practice in all four skills: listening, speaking, reading and writing. Weekly laboratory assignments with special emphasis on oral expression. Reading of short stories and poetry. Introduction to contemporary life and culture in German speaking countries. Four periods.

Open only to students who do not present German for admission.

The Staff

101 (1) Intensive Review German 2

Intensive practice in listening comprehension, speaking and writing for students with previous knowledge of German. Thorough grammar review. Vocabulary building. Reading and tapes from the intermediate level. Five periods. Entering students must take a placement exam. To receive credit and to fulfill the language requirement, students must proceed to 103, or with special permission, 105. Three units of credit are given after completion of 101-103 or 101-105.

The Staff

102-103 (1-2) Intermediate German 2

Review of grammar and practice in all language skills with special emphasis on idiomatic usage. First semester: thorough grammar review, practice in classroom and language laboratory, reading in contemporary culture. Second semester: extensive composition practice, readings in German history and culture and modern literary texts, some computer laboratory work. Three periods. To receive credit and to fulfill the language requirement, students must take two semesters of work.

Prerequisite: one to two admission units and placement exam or 100.

The Staff

104-105 (1-2) Studies in Language and Literature 2

Intermediate language study with emphasis on idiomatic usage, vocabulary building, and expository writing. First semester: grammar review, written and oral practice based on literary readings. Second semester: further training in analysis of fiction, poetry, and drama with emphasis on the continued development of language skills. Three periods. To receive credit and to fulfill the language requirement, students must take two semesters of work.

Prerequisite: two to three admission units and placement exam or, by permission of the department, 100. Permission will be based on a high grade in 100.

Ms. Goth

202 (1) 203 (2) Introduction to German Literature 1 or 2

Interpretation of selected masterpieces. Short papers with emphasis on stylistics and grammar. First semester: from the Middle Ages to the Enlightenment. Emphasis on the Reformation and Baroque periods. Second semester: from the 18th to the 20th century. Texts by Lessing, Goethe, Schiller, the Romantics and the Realists. Both semesters are required for the major. Each semester may be taken independently. Three periods.

Prerequisite: three or more admission units and placement exam, two units of intermediate level German, or by permission of the department, 100. Permission will be based on a high grade in 100 and summer work.

Mrs. Prather, Ms. Goth

205 (1) Studies in Romanticism: Literary and Folk Fairy Tales

The "Kunstmärchen" of the Romantic epoch and its relationship to the folk "Märchen" (Grimm, Anderson, Perrault) and to myth. Religious, social and psychological patterns. Psychoanalytical interpretations of the fairy tale: Freud, Jung, Bettelheim, Fromm.

Prerequisite: 202, 203 or by permission of the instructor.

Not offered in 1983-84.

Ms. Goth

206 (1) Nineteenth-Century Literature: Women from Romanticism to Realism

Romanticism and Realism with special emphasis on key women of the period; their interaction with Goethe, the Romantic School and their activities in literature and politics of the *Vormärz* and into the late 19th century. The rediscovery of these women by contemporary women authors. Caroline Schlegel-Schelling, Dorothea Schlegel, Karoline von Günderrode, Bettina von Arnim, Rahel Varnhagen, Fanny Lewald, Annette von Droste-Hülshoff and others. Letters, journals, diaries, the salon, as well as novels, novelle and poetry will be examined. Additionally listed under Women's Studies.

Prerequisite: 202 and 203.

Not offered in 1983-84

Ms. Ward

207 (1) Twentieth-Century Literature: The Modern German Novel

The late 19th- and 20th-century novel: Fontane, Kafka, Hesse, Thomas Mann, Böll, Grass and others.

Prerequisite: two Grade II units or by permission of the instructor.

Not offered in 1983-84.

Ms. Goth

208 (2) Literature since 1945: Women and Women Authors in the Two Germanies

Discussion of the changing role of women in the Federal Republic of Germany and the German Democratic Republic through an analysis of contrasting literary works by representative women writers from Anna Seghers and Ingeborg Bachmann to Sarah Kirsch and Gabriele Wohmann. The image of women in literature considered within a political/historical context. Attention will also be given to recent trends in literary criticism, including feminist and Marxist approaches. Additionally listed under Women's Studies.

Prerequisite: one Grade II unit.

Not offered in 1983-84.

Ms. Ward

210 (1) Modern German Drama

An overview of German literature from the 1880's to the 1960's, focusing on the genre of drama. Discussion of the major literary movements and figures, their social and aesthetic concerns, with attention to dramatic theory as well.

Prerequisite: one Grade II unit.

Mr. Hansen

225 (2) Clashing Myths in German Culture (in English)

Mythology from the Classical and Norse Traditions as a subject of inquiry in modern German thought and as thematic material in opera, literature, philosophy, psychology, and social thought. Includes theories of myth, some classical myths, a study of specific Norse Myths, myth in Wagner, Nietzsche, Hofmannsthal, Freud, Jung, Hesse, Alfred Rosenberg, and Thomas Mann. Course will include listening to two German operas. All texts read in English. Open to all students.

Not offered in 1983-84.

Mr. Hansen

226 (2) Masterpieces of German Literature (in English)

Great prose works from the Grimm folk tales through the 20th century. The structure of narrative, as well as the intellectual, aesthetic and ideological concerns of the writers will be explored. Works include: Goethe's *Faust*, Nietzsche's *Thus spoke Zarathustra*, Kafka's *Metamorphosis*, as well as works by Thomas Mann, Christa Wolf and Gunter Grass.

Open to all students.

Mr. Hansen

230 (2) Contemporary Language and Culture in German-Speaking Countries

Development of advanced German language skills with emphasis on idiomatic communication, both oral and written. Readings will explore current cultural issues and form the basis of class discussions and outside activities. Required of majors whose native language is not German. Prerequisite: one Grade II unit.

Mrs. Prather

304 (2) Goethe

An introduction to the Goethe era: Storm and Stress, the classical period and his friendship with Schiller, post-classical works. Readings: poetry, *Werthers Leiden*, *Faust* and others. Prerequisite: 202-203 or by permission of the instructor.

Mr. Kruse

305 (2) Reading in Eighteenth-Century Literature

Emphasis on writers of the Enlightenment and the Storm and Stress movement: Gottsched, Lessing, Herder, Bürger, Goethe, Schiller. Particular emphasis on drama.

Prerequisite: two Grade II units or by permission of the instructor.

Not offered in 1983-84.

Mrs. Prather

310 (1) Studies in Poetry

Study of themes, techniques, and historical background. The development of German poetry from the Baroque to modern times. Close study of key poems by Gryphius, Goethe, Novalis, Rilke, Brecht, Celan and others.

Prerequisite: 202-203 or by permission of the instructor.

Not offered in 1983-84.

Ms. Goth

349 (1) Seminar. Thomas Mann

Close analysis of some of Thomas Mann's essays, novels, and novellas, including *Der Tod in Venedig*, *Der Zauberberg*, and *Doktor Faustus*. Political and philosophical contexts of Mann's writings will be examined as well as his narrative technique.

Prerequisite: one Grade III unit or by permission of the instructor.

Ms. Goth

350 (1) (2) Research or Individual Study 1 or 2

Open by permission to juniors and seniors.

370 (1) (2) Thesis 2 to 4

Open only to honors candidates.

Cross-Listed Courses

Music 216 (2)*

Wagner's *Ring of Nibelungen*. For description and prerequisite see Music 216.

Directions for Election

Course 100 is counted toward the degree but not toward the major. Intermediate level courses (101, 102-103, 104-105) are considered as Grade I courses and are not ordinarily counted toward the major. Students who begin with 100 and who wish to major in German should consult the department in order to obtain permission to omit the intermediate level and take 202-203. Students who begin with intermediate level work and wish to major may be encouraged at mid-year to advance from 101 or 102 to 105 and from 104 to 203.

Students intending to major in the department are required to take 202-203, 304 or 305 offered in alternate years, 230, and at least one seminar.

It is strongly recommended that the major include a distribution by approach; that is, at least one period, one genre and one single-author course, and that there be three Grade III units.

Courses in art, music, philosophy, English, literature courses in other foreign language departments, and History 244 are recommended.

Greek and Latin

Professor:

Lefkowitz A1 (Chairman, semester 2),
Geffcken A2 (Chairman, semester 1)

Associate Professor:

Marvin, Nussbaum

Assistant Professor:

Engels, Rash, Starr, Poliakoff

Courses on the original languages are conducted in English and encourage close analysis of the ancient texts, with emphasis on their literary and historical values.

The departments reserve the right to place a new student in the course for which she seems best prepared regardless of the number of units she has offered for admission.

Qualified students are encouraged to spend a semester, usually in the junior year, at the Inter-collegiate Center for Classical Studies in Rome. See Directions for Election.

Greek

102 (1) Beginning Greek

An introduction to Ancient Greek, stressing rapid reading and Greek as an example of a highly inflected Indo-European language. Four periods. Open to students who do not present Greek for admission.

Miss Marvin

103 (2) Intermediate Greek

Further development of Greek reading and language skills. Three periods.

Prerequisite: 102 or equivalent.

Mr. Rash

125O (1) The Greek Tragic Vision, Writing Course

See Writing Program for complete description.

201 (1) Plato

Apology, Crito, and selections from the *Phaedo*. Socrates in Plato and in other ancient sources, his position in the development of Greek thought. The dialogue form, the historical context. Selected readings in translation from Plato, Xenophon, the comic poets, and other ancient authors. Three periods.

Prerequisite: 102 and 103, or two admission units in Greek, or exemption examination.

Mr. Starr

205 (2) Homer's *Iliad*

Study of selected books in Greek with emphasis on the oral style of early epic; reading of the rest of the poem in translation; the archaeological background of the period. Three periods.

Prerequisite: 201.

Miss Marvin

302 (2)* Aeschylus and Sophocles

Drama as expression of man's conflict with forces beyond his control; the use of mythology to describe the conflict between human institutions and the natural world; innovations in language, metaphor, and metre. Reading of one drama by each author in Greek, others in English.

Prerequisite: 205.

Not offered in 1983-84.

Mrs. Lefkowitz

Offered in 1984-85.

303 (1)* Herodotus

A study of Herodotus and the origins of the Western historical tradition, focusing on his theory of history and his place in the intellectual world of 5th-century Athens. Herodotus' perception of the war between Greece and Persia as a conflict of liberal and absolutist political institutions and values; Herodotus and the origin of the concept of political freedom.

Prerequisite: 205.

Not offered in 1983-84.

Mr. Engels

Offered in 1984-85.

304 (2)* Euripides

Euripides' exposition of current problems in traditional narrative framework; his development of dramatic form; his exploration of human and political motivation. Reading of two or three plays in Greek, others in English.

Prerequisite: 205.

Mr. Starr

305 (1)* Thucydides

Contemporary impressions of the political conflicts confronting the state in the late 5th century B.C. Imperialism and the causes of the Peloponnesian War; the flaws in Athenian democracy and the influence of Sophistic argumentation. The attempt to formulate a scientific approach to history and the rejection of earlier models; the creation of a new prose style. Reading in Greek of selections from Thucydides.

Prerequisite: 205.

Mr. Engels

328 (2)* Problems in Ancient History and Historiography

Not offered in 1983-84.

Mr. Engels

Offered in 1984-85.

349 (1) (2) Seminar 1 or 2

First semester: The *Odyssey*. Study of selected passages in Greek; reading of the rest in translation. The organization and purpose of the narrative; epic diction. The use of Homer as a source for reconstructing the social world and moral values of early Greece.

Second semester: Plato's *Phaedrus* and Greek Rhetorical Theory. The treatment of love and aspiration in Plato's *Phaedrus*, and the connection between these issues and the dialogue's use of rhetoric and literary style as exemplified by selected readings from orations of Lysias and Isocrates, and from Aristotle's *Rhetoric*.

Prerequisite: 205

Mr. Rash (1), Mrs. Nussbaum (2)

350 (1) (2) Research or Individual Study 1 or 2

Open to seniors by permission.

370 (1-2) Thesis 2 to 4

Open only to honors candidates who choose to do honors research. For alternate honors program see Directions for Election.

Cross-Listed Courses**Classical Civilization 104 (2)* ***

Classical Mythology

For description and prerequisite see Classical Civilization 104.

Classical Civilization 203 (2)* **

Greek Drama in Translation

For description and prerequisite see Classical Civilization 203.

Classical Civilization 244 (1)* ***

Sport and Ancient Society

For description and prerequisite see Classical Civilization 244

Classical Civilization 246 (1)* * 1**

Ancient Medicine

For description and prerequisite see Classical Civilization 246.

Classical Civilization 251 (1)* * 1**

Ancient Science

For description and prerequisite see Classical Civilization 251.

Classical Civilization 252 (2)* ***

Women in Antiquity

For description and prerequisite see Classical Civilization 252.

History 150 (2) c

Early Greece

For description and prerequisite see History 150 c.

History 229 (2)*

Alexander the Great and the Hellenistic World

For description and prerequisite see History 229.

History 230 (1)*

Greek History from the Bronze Age to the Death of Philip II of Macedon

For description and prerequisite see History 230.

History 231 (1)*

History of Rome

For description and prerequisite see History 231.

Religion 207 (2)

New Testament Greek

For description and prerequisite see Religion 207.

Latin**100 (1) Beginning Latin**

Fundamentals of the Latin language. Readings from classical and medieval texts. Study of Latin derivatives in English; grammatical structure in Latin and English. Development of Latin reading skills. Four periods.

Open to students who do not present Latin for admission, or by permission of the instructor.

Mr. Poliakoff, Miss Geffcken

101 (2) Intermediate Latin

Development of reading skills through intensive study of classical authors. Three periods.

Prerequisite: 100.

Mr. Poliakoff

102 (2) Intensive Review

Survey of grammar and syntax; reading from classical Latin authors. Four periods.

Prerequisite: two admission units in Latin or permission of the instructor.

Mr. Rash

200 (1) Introduction to Vergil's *Aeneid*

Study of the poem with selections from Books I-VI in Latin. Three periods.

Prerequisite: Latin 101 or 102, or three admission units in Latin not including Vergil, or exemption examination.

Mr. Poliakoff

201 (2) Latin Comedy

Study of selected plays of Plautus and Terence in the light of ancient and modern theories of the comic. Reading of two plays in Latin, others in English. Three periods.

Prerequisite: Latin 200, or three admission units in Latin.

Mrs. Lefkowitz

207 (2) Medieval Latin

The interaction of Christian values and classical modes of thought in literature from 374 to 1374 A.D. Selected readings from prose and poetry. Three periods.

Prerequisite: 200 or 201 or the equivalent, or permission of the instructor.

Mr. Rash

221 (1) Catullus and Horace

The evolution of Latin poetic style during the last years of the Republic and the Augustan Age. Readings from the short poems of Catullus and the *Odes* of Horace.

Prerequisite: four admission units in Latin or three including Vergil or 200 or 201 or 207. Not open to students who have taken [202] or [203].

Miss Geffcken

222 (2) Ovid and Petronius

Narrative art in poetry and prose: Ovid's treatment of human psychology in selections from the *Metamorphoses* and from his other works, Petronius' use of comic technique in the *Satyricon*.

Prerequisite: same as for 221. Open to students who have taken [202] or [203].

Mr. Starr

249 (1) Selected Topics

Topic for 1983-84: Latin Pastoral Poetry: Vergil's *Elegiacs* in the context of ancient traditions of pastoral poetry. Selected poems by Propertius, Tibullus, and Neronian authors in Latin, with readings in English from Greek pastoral. An examination of the validity of pastoral's escapism and perspective, with attention to later Western traditions.

Prerequisite: 221 or 222 or [202] or [203] or an AP Latin score of 5, or by permission of the instructor.

Mr. Poliakoff

302 (2) Vergil's *Aeneid*

The artistic achievement of Vergil in the light of earlier literature, especially Homer and Ennius; Vergil's view of man and the destiny of Rome. Prerequisite: 249 or permission of the instructor.

Mr. Poliakoff

308 (1)* The Struggle for Power in the Late Republic

The events, life, and thought of the late Republic in the letters of Cicero and in the historical writings of Caesar and Sallust.

Prerequisite: 249.

Mr. Rash

309 (2)* Livy

Livy's vision of Rome, his use of sources, historical judgment, and literary techniques. Readings from selections on early Rome and the Hannibalic War.

Prerequisite: 249.

Mr. Starr

316 (1)* The Effects of Power and Authority in the Empire

How Tacitus and Juvenal understood the Roman Empire. Tacitus' career and its effect on his approach to history; his literary techniques. Juvenal's picture of the debasement of Roman society and life.

Prerequisite: 249.

Not offered in 1983-84.

Mr. Rash

Offered in 1984-85.

349 (2)* Satire

The origin and development of satire; its social function and characteristic diction; its influence on historical writing, didactic literature, and literary criticism.

Prerequisite: same as 249.

Not offered in 1983-84.

Mr. Poliakoff

350 (1) (2) Research or Individual Study 1 or 2

Open to seniors by permission.

370 (1-2) Thesis 2 to 4

Open only to honors candidates who choose to do honors research. For alternate honors program see Directions for Election.

Cross-Listed Courses

Classical Civilization 104 (2) **

Classical Mythology

For description and prerequisite see Classical Civilization 104.

Classical Civilization 243 (1)* ***

Roman Law

For description and prerequisite see Classical Civilization 243

Classical Civilization 244 (1)* ***

Sport and Ancient Society

For description and prerequisite see Classical Civilization 244.

Classical Civilization 246 (1)* * 1**

Ancient Medicine

For description and prerequisite see Classical Civilization 246.

Classical Civilization 251 (1)* * 1**

Ancient Science

For description and prerequisite see Classical Civilization 251.

Classical Civilization 252 (2)* ***

Women in Antiquity

For description and prerequisite see Classical Civilization 252

Greek 328 (2)*

Problems in Ancient History and Historiography

For description and prerequisite see Greek 328.

History 231 (1)*

History of Rome

For description and prerequisite see History 231.

History 331 (2)

Seminar. Roman History

For description and prerequisite see History 331.

Directions for Election

To fulfill the distribution requirement in Group A, students may elect any courses in Greek or Latin except Greek 328, History 150, 229, 230, 231, 331, Classical Civilization 243, 244, 246, 251, 252 (these courses may be elected to fulfill the requirement in Group B). The following may not be counted toward the major in Greek or Latin: Classical Civilization 244, 246, 251, 252; History 150, 229, 230, 231, 331.

All students majoring in Greek must complete four units of Grade III work.

All students majoring in Latin are required to complete 302 and at least two units of the following: 308, 309, 316, 317.

Latin students who offer an AP Latin score of 5 should elect 249; an AP score of 4 normally leads to 221 but a student with a score of 4 in AP Latin Lyric examination should consult the Chairman regarding placement.

Students majoring in Greek or Latin are advised to elect some work in the other language. It should be noted that work in both Greek and Latin is essential for graduate studies in the classics.

Courses in ancient history, ancient art, ancient philosophy, and classical mythology are recommended as valuable related work. Students interested in a major in Classical and Near Eastern Archaeology are referred to p. 83 where the program is described.

Students who wish to focus a classical major on ancient civilization can plan with the department an appropriate sequence of courses, which should include work in art, history, philosophy, and literature. Such a program should always contain at least four units of work in the original language. Basic knowledge of French or German is recommended. For details on the Classical Civilization major, see p. 82.

The departments offer a choice of two plans for the Honors Program. Plan A (Honors Research, see 370 above, carrying two to four units of credit) provides the candidate with opportunity for research on a special topic and the writing of a long paper or several shorter papers. Plan B provides an opportunity for the candidate to show through examinations at the end of her senior year that she has acquired a superior grasp, not only of a basic core of texts, but also of additional reading beyond course requirements. Plan B carries no course credit, but where appropriate, students may elect a unit of 350 to prepare a special author or project which would be included in the Honors examinations.

Honors candidates who are Classical Civilization majors should elect Plan B.

The College is a member of the Intercollegiate Center for Classical Studies in Rome, a program for American undergraduates in classical languages, ancient history and topography, archaeology and art history. Majors, especially those interested in Roman studies, are urged to plan their programs so as to include a semester at the Center in the junior year.



History

Professor

*Auerbach (Chairman), Cohen, Cox, Preyer,
Robinson*

Barnette Miller Visiting Professor:

Sherwin P

Associate Professor:

Jones, Tumarkin, Knudsen

Assistant Professor:

*Engels, Saad, Gouda A, Dyer A¹, Zdatny,
Schreiner P*

Instructor:

Mishler P

100 (1) (2) Medieval and Early Modern European History

A study of the major ideas and institutions that have shaped Western civilizations from the "grandeur that was Rome" to the Age of the Renaissance and Reformation. Emphasis upon the different "lifestyles" of successive Western societies and upon the processes of social change in the history of Western Europe. Introduction to the techniques of historical analysis and to problems in the interpretation of historical evidence through extensive use of original sources.

Open to all students.

Mr. Cox, Ms. Dyer, Ms. Schreiner

101 (1) (2) Modern European History 1

An introduction to European history from 1600 to the present, designed to aid the student in formulating historical judgments about the significance of representative institutions, the scientific revolution, the Enlightenment, the French Revolution, industrialization, imperialism, world wars, totalitarianism.

Open to all students.

Ms. Tumarkin, Mr. Knudsen, Mr. Zdatny

102 (1) The American Experience

An introduction to the social, cultural, political, and economic forces that have shaped American history, including colonization, slavery, immigration, civil conflict, industrialization, and international relations.

Open to all students.

Mr. Mishler

103 (1) Introduction to Non-Western History

An introduction to world history focusing appreciably on non-Western societies and civilizations. Deals with common themes in the origins and evolution of civilization from Europe, Africa and the Middle East, to India, China and the Far East. Discussion of the delineation of world cultures from ancient to post-medieval times. Concludes with a survey of the Western expansion, from the age of exploration to imperialism, and the responses of various societies to the rise of globalism in the modern era.

Open to all students.

Mr. Saad

125H (2) Pioneers: Women on the Nineteenth-Century American Frontier, Writing Course

See Writing Program for complete description.

125D (2) Richard the Lion-Hearted in History and Legend, Writing Course

See Writing Program for complete description.

150 (1) (2) Colloquia

For directions for applying see p. 48. Open by permission to a limited number of freshman and sophomore applicants.

(1)*a. Pater Patriae, The Presidency of George Washington*

When the government of the United States created by the Constitution went into effect there was no model for the new office of the presidency. Neither the role of King nor prime minister provided precedent for determining that of the chief executive of the new nation; differing conceptions of executive power were held by George Washington and members of his administration such as Adams, Jefferson and Hamilton. During Washington's term of office many elements helped to shape the presidency and to define the role and responsibilities of presidential leadership in a republic. Study of these factors will provide the central focus for the course. Materials will be drawn from primary sources such as correspondence and diaries, newspapers, executive and legislative documents.

Mrs. Preyer

b. China in Outside Perspective

Can another people's historical or cultural experience be understood in its own terms by an outsider? Or does the outsider's outsideness place definite limits upon cross-cultural understanding? Many Westerners who went to China in the 20th century stayed for long periods, became deeply engaged in the revolutionary changes that were taking place, and then wrote accounts (often highly personal) of their experiences. What we can learn from these accounts about China – and what the accounts tell us about the outsiders themselves (many of them Americans) – will be the central problem explored in this course. Readings will be drawn from autobiography, fiction, personal memoirs, and journalism.

Mr. Cohen

(2)*c. Early Greece*

A study of the formation of the Western cultural tradition in Greece from the Bronze Age to 500 B.C. The course will emphasize the development of fundamental innovations such as rational thought, the belief in natural law, and systems of government based on the consent of the governed. Other topics will include the Minoan and Mycenaean civilizations, the problem of the Dorian invasion and the Greek Dark Ages, religion, society, the formation of city states, and colonization.

Not offered in 1983-84.

Mr. Rash

d. Henry VIII: Wives and Policy

A study of the relationship between Henry's matrimonial ventures (all six) and issues of domestic and foreign policy during his reign. The colloquium will be structured around the BBC television series (6 films, 90 minutes each) called "The Six Wives of Henry VIII." Recent scholarly works, including biographies where possible, and 16th-century sources will provide historical materials for comparison with and contrast to the dramatic presentations.

Mrs. Robinson

I. Karl Marx in His Times

Critical introduction to the life, writings, and activities of Karl Marx in the setting of German and European history. Problems to be considered: Marx as young Hegelian; life within the exile communities of Paris, Brussels, and London; Marx in the revolutions of 1848; the critique of capitalism; the friendship with Friedrich Engels; exile in Victorian England; Marx in the Second International; Marxism in the European labor movement; revisionism before World War I; Marx and Lenin.

Not offered in 1983-84.

Mr. Knudsen

222 (1) Classical and Early Medieval Intellectual History

A history of Western thought from its pre-Socratic origins to Boethius. Emphasis will be placed on the living issues of thought in the pre-Socratics, Plato, Aristotle, the Stoic and Epicurean philosophers, the Bible and the Church Fathers, among others.

Open to freshmen and sophomores who have taken 100 or related work in literature or philosophy, and to juniors and seniors without prerequisite.

Mrs. Chaplin

223 (2) Science and Medicine from the Middle Ages to the Scientific Revolution

A survey of developments in science and medicine between 500 and 1700. The course will trace the classical tradition in natural philosophy inherited from Antiquity, its transformation in the high Middle Ages, and the emergence of new explanatory systems during the 16th and 17th centuries. Authors to be read include Albertus Magnus, Oresme, Leonardo, Paracelsus, Copernicus, Vesalius, Francis Bacon, Galileo, Harvey, Des cartes, and Newton. Prerequisite: same as for 232. Not open to students who have taken [258].

Not offered in 1983-84.

Ms. Dyer

229 (2)* Alexander the Great and the Hellenistic World

The course will survey the achievements of Alexander and the culture of the new world he created. The personality and career of Alexander will be examined as well as the innovations he introduced into the Western world: new concepts of kingship, political organization, and the notion of brotherhood among diverse ethnic groups. The rich diversity of the Hellenistic world will also be surveyed: trade with India and China, religious syncretism, the spread of oriental religions into the Mediterranean world, and the achievements of Hellenistic science which formed the foundation for the future development of the Western scientific tradition.

Open to all students.

Mr. Engels

230 (1)* Greek History from the Bronze Age to the Death of Philip II of Macedon

A survey emphasizing the relationships among the patterns of Greek culture, the origins of the Western intellectual tradition, and the development of constitutional forms of government culminating in the formulation of democracy in Athens. Other topics will include Greek religion, society, economy, and the failure of Athenian democracy in its conflicts with Sparta and Macedon.

Open to all students.

Mr. Engels

231 (1)* History of Rome

An introduction focusing on Rome's cultural development from its origins as a small city state in the 8th century B.C. to its rule over a vast empire extending from Scotland to Iraq. Topics for discussion will include the Etruscan influence on the formation of early Rome, the causes of Roman expansion throughout the Mediterranean during the Republic, and the Hellenization of Roman society. Also, the urbanization and Romanization of Western Europe, the spread of mystery religions, the persecution and expansion of Christianity, and the economy and society of the Empire will be examined.

Open to all students.

Not offered in 1983-84

Mr. Engels

232 (1) The Medieval World, 1000 to 1300

An introduction to the history and culture of Europe during the High Middle Ages, for students interested in art, literature and philosophy as well as history. The attempt to create a Christian commonwealth will be examined, together with its effects upon feudal monarchy, knights and chivalry, peasants, townsmen and students. Life in castles, on manors, in villages and towns will be seen in relation to political, religious and social ideas as expressed in contemporary sources, including art and literature.

Open to qualified freshmen and sophomores (see Directions for Election) and to juniors and seniors without prerequisite.

Mr. Cox

233 (1) Renaissance Italy

Italian history and culture from the age of Petrarch and Boccaccio to the age of Michelangelo and Machiavelli. The new urban civilization of late medieval Italy as a background to the developments in art, literature, and philosophy of the Renaissance. Topics to be discussed include the commercial revolution, the impact of the Black Death, republicanism and the growth of civic humanism, patronage and art, the rise of the court, theories of princely power, and Counter-Reformation culture.

Prerequisite: same as for 232.

Not offered in 1983-84.

Ms. Dyer

234 (2) Renaissance and Reformation in Western Europe

Culture and society in continental Europe between 1300 and 1600. The crises of the 14th century and the ways in which Renaissance and Reformation thinkers attempted to solve the problems of medieval Church and state. Topics to be discussed include the Black Death, humanism and art, the Renaissance papacy, and the religious upheavals of the 16th century. Prerequisite: same as for 232.

Mrs. Dyer

235 (1) Intellectual History of the Middle Ages and Renaissance

A survey of European thought from Augustine to Francis Bacon. The transformation of classical ideas in medieval Christendom and their re-emergence in the new secular culture of Renaissance Europe. Reading largely from primary sources, including Augustine, Boethius, Anselm, Abelard, Bonaventure, Aquinas, Ockham, Petrarch, Montaigne.

Prerequisite: same as for 232.

Mrs. Schreiner

236 (2)* The Emergence of Modern European Culture: The Seventeenth and Eighteenth Centuries

A comparative survey of Enlightenment culture in England, France, and the Germanies. Topics to be considered include skepticism, the scientific revolution, classicism in art, the formation of liberal society, the differing social structure of intellectual life. The approach is synthetic, stressing the links between philosophy, political theory, art, and their historical context. Among the authors: Locke, Hume, Voltaire, Diderot, Rousseau, Lessing, Kant, Goethe.

Prerequisite: same as for 232.

Not offered in 1983-84.

Mr. Knudsen

Offered in 1984-85.

237 (2) Modern European Culture: The Nineteenth and Twentieth Centuries

A survey of European culture from the French Revolution to the post-World War II period – from idealism to existentialism in philosophy, from romanticism to modernism in art and literature. As with 236, emphasis is placed on the social and historical context of cultural life. Among the authors: Wordsworth, Hegel, Marx, Mill, Nietzsche, Freud, Merleau-Ponty.

Prerequisite: same as for 232.

Mr. Knudsen

238 (1) English History: 1066 and All That

From the coming of the Anglo-Saxons through the coming of Henry Tudor. This survey will study some of the traditional heroes and villains, such as Alfred the Great, William the Conqueror, Richard the Third; church and churchmen, such as Bede, Becket, and Beaufort; developments into and away from feudal monarchy; aspects of sociopolitical history, including baronial and peasant uprisings; and selected cultural achievements.

Open to qualified freshmen and sophomores (see Directions for Election), to sophomores who have taken 100 or are concentrating in English literature, and to juniors and seniors without prerequisite.

Mrs. Robinson

239 (2) English History: Tudors and Stuarts

The 16th and 17th centuries, emphasizing the unique aspects of the English Reformation, Elizabethan achievements and failings, and the multiple revolutions or alleged revolutions of the 17th century. Special attention to exploring the controversies among historians in explaining and interpreting these transforming developments.

Prerequisite: same as for 238.

Mrs. Robinson

240 (1) English History: Victorians and Edwardians

The 19th and early 20th centuries, emphasizing the interplay of individuals and groups confronted with historically unprecedented changes in their material and intellectual world. Exploration of the transformation of a basically agrarian, hierarchical, traditional society into an industrial, class-divided, secular world power.

Open to qualified freshmen and sophomores (see Directions for Election), to students who have taken 101 or 239, to sophomores concentrating in English literature, and to juniors and seniors without prerequisite.

Mrs. Robinson

242 (1) France in the Splendid Century

French history and culture, 1600-1715. Louis XIV and the palace-city of Versailles, both as a technique of government and as an expression of political theology and aesthetic ideas, will be studied against the background of religious wars and rebellion during the first half of the century. The art, architecture, literature and drama of the "Classical Age" will complete this picture of the France that became the wonder and the terror of its time.

Prerequisite: same as for 232.

Not offered in 1983-84.

Mr. Cox

Offered in 1984-85.

243 (2) The Enlightenment, the French Revolution, and Napoleon

The history and culture of France, 1715-1815. Monarchical splendor, lordly pleasures, the new urban culture, and the pursuit of happiness and reform, as seen in art, architecture and letters during the Age of Voltaire and Rousseau. Analysis of the causes and events of the Revolution, the effort to create a Republic of Virtue, the rise of Napoleon and the creation of the Napoleonic Empire. Napoleon himself will be studied as one of the more fascinating and enigmatic phenomena in modern European history.

Prerequisite: same as for 232.

Mr. Cox

244 (1) History of Modern France, 1815-Present

Starting with the restoration of the monarchy this course will explore the interaction between the revolutionary tradition and reactionary factions in French politics, the eruption of revolution in 1830 and 1848, the Commune in 1870 and the emergence of a politicized labor movement and its connections to international Marxism, and in the 20th century attention will be devoted to the fate of France during World War I, the United Front in the inter-war years, and political alignments during World War II; France's economic takeoff in the postwar era, the Algerian crisis, and the student protests of the 1960s. Not open to those who have taken 245.

Prerequisite: same as for 232.

Mr. Zdatny

245 (1) Germany in the Twentieth Century

An examination of German politics, society, and culture from World War I to the present. The course concentrates on the greater German language area – including the contemporary Federal, German Democratic, and Austrian republics – and explores the German response to pressures felt throughout Western Europe. Not open to those who have taken 244.

Prerequisite: same as for 232.

Mr. Knudsen

246 (1) Medieval and Imperial Russia

A study of the social, political, economic, and cultural development of Russia from the medieval period to the mid-19th century. Particular consideration is given to the rise of absolutism, the enslavement of the peasantry, and the impact upon Russia of successive foreign cultures--Byzantium, the Mongol Empire, and the West.

Open to sophomores, juniors, and seniors without prerequisite.

Ms. Tumarkin

247 (2) Modern Russia and the Soviet Union

One hundred years of reform, revolution, and reaction. Late Imperial Russia, the Revolution of 1917, and the creation of a Soviet state under Lenin and Stalin. Special emphasis is placed on the Russian Revolution and on continuity and change under Soviet rule.

Prerequisite: same as for 246.

Ms. Tumarkin

248 (2) Europe in the Twentieth Century

An interpretative study of modern Europe emphasizing social change and the development of new modes of thought and expression. Topics include: communism, fascism, nationalism; Freud; changing artistic and intellectual perceptions; the mass media.

Prerequisite: same as for 246.

Mr. Zdatny

250 (1) The First Frontier

The adaptation of the English, Europeans, and Africans to the alien environment of North America in the 17th century. Analysis of the formation of colonial settlements, problems of survival and leadership, relations with Indian cultures, the creation of new societies in the New World.

Open to sophomores, juniors, and seniors without prerequisite.

Mrs. Preyer

251 (2) The United States in the Age of Democratic Revolutions

The transformation of society, culture, and politics in the era of the American Revolution, 1750-1815. The subject will be studied in the context of the revolutionary age in the western world during which the modern democratic state began.

Open to sophomores, juniors, and seniors without prerequisite.

Mrs. Preyer

252 (2) The United States in the Nineteenth Century

An introduction to the century of the Industrial Revolution; westward expansion; maturation of the southern slave economy; civil war; and the first organized efforts of Afro-Americans, women, and workers to achieve full political and economic rights.

Prerequisite: same as for 246.

Not offered in 1983-84.

Ms. Jones

Offered in 1984-85.

253 (2) The United States in the Twentieth Century

Selected 20th-century issues and problems, with emphasis on the responses of Americans and their institutions to social change.

Prerequisite: same as for 246.

Mr. Auerbach

254 (2) 1960's in America

This course will examine the social and political processes that made the 1960's so exciting. It will explore the development of mass movements such as the Civil Rights Movement, Anti-War Movement, Women's Movements, as well as the critical social visions articulated by participants in these movements. In addition we will look at cultural manifestations of disillusionment with the dominant values of U.S. society and the variety of alternatives proposed during the period, for example the folk music revival, communes, black nationalism and mass bohemianism. We will use both primary sources (pamphlets, newspapers) and historical monographs in order to develop a perspective on this period. Open to all students, except those who have taken 315.

Mr. Mishler

257 (2) Women in American History

A survey of women in American history, from the colonial period to the present, focusing on the family, education, patterns of paid and unpaid labor, creative women, images of women in the popular media, women's rights, and feminism. Special emphasis on class, ethnic, racial, and religious differences among American women, as well as their common experiences.

Open to all students.

Ms. Jones

260 (1)* History of Latin America

The political, social, economic, and cultural evolution of the Latin American world from colonial days to the present. Emphasis on colonial institutions and their relations to historical developments in the Iberian peninsula and on the fundamental problems, especially in certain key countries, of modern and contemporary Latin America.

Open to qualified freshmen and sophomores (see Directions for Election), to sophomores who have had a course in history or art history, and to juniors and seniors without prerequisite.

Not offered in 1983-84.

Ms. Roses

261 (1)* History of Spain

From the epic struggle between Moors and Christians for the control of the Iberian peninsula, through the centuries of Imperial Spain, to modern Spain with its split between liberals and conservatives, a split which explodes into the apocalyptic Civil War of 1936-39, the history of Spain is explored through readings, lectures, and discussions. The course ends with the study of the Franco dictatorship (1939-75) and post-Franco Spain.

Prerequisite: same as for 260.

Ms. Roses

267 (2) African Historical Traditions

An introduction to African history and culture in its traditional dimension. Discussion of various aspects of history and culture, from art and architectural achievements to literature and belief systems. Case study of societies which have preserved a rich heritage of oral traditions about their founders and heroes and about their kings and ancestors. The purpose of the course is to introduce that variety and unity of African historical traditions from Mali and Yorubaland in West Africa, to Ethiopia and the Swahili coast in East Africa, to Zimbabwe and Zululand in southern Africa.

Open to all students.

Mr. Saad

268 (1) Africa in the Modern World

Modern history of Africa from the mid-19th century to the present. Analyzes the origins, growth and breakdown of colonialism with emphasis on traditionalist and modernist African responses. Examines the rise of nationalist and liberation movements and the emergence of new states. Discussion of post-independence problems and special attention to the current crisis in southern Africa.

Open to all students.

Mr. Saad

269 (2) History of the Islamic World

History of the Middle East from the rise of Islam to World War I. The first half of this course (600-1300) surveys the classical age of Islamic civilization and the early Islamic dynasties. Topics include: the rise and spread of Islam, the development of social and political institutions, the relationship of religion to state, and Islamic science and philosophy. The second half of the course (1300-1914) concentrates on the later Islamic states (Ottoman, Safavid, and Mughal) and their interaction with Europe. Special emphasis on the Ottoman Empire as the background to the Middle East in the 20th century. Open to all students.

Not offered in 1983-84.

Mr. Saad

271 (2) Japanese History

Japanese history from earliest times to the present, focusing on the modern period (since 1600). Special consideration will be given to cross-cultural comparison (Japanese and European feudalism, Japanese and Chinese responses to encounters with the modern West), factors contributing to Japan's rapid economic growth in the 19th century and the development of ultranationalism and militarism in the 20th, cultural and intellectual trends, World War II and the postwar recovery, problems faced by Japan in the future. Open to all students.

Mr. Cohen

275 (1) Late Imperial Chinese History

After a brief survey of earlier developments in Chinese history, the course will focus on the period from late Ming (ca. 1600) to the eve of the revolution of 1911. Emphasis will be placed on both internal and external sources of change: the growing commercialization of Chinese society, unprecedented population expansion, the doubling of the size of the Chinese empire in the 18th century, indigenous intellectual and cultural developments, the political-economic-intellectual impact of the West and the progressive break down of Chinese society and polity in the 19th century.

Open to all students.

Mr. Cohen

276 (2) China in Revolution

An introduction to the revolutionary changes that have swept China in the 20th century. Among topics to be covered: the revolution of 1911 and its meaning; warlordism and the militarization of Chinese politics; May Fourth cultural, intellectual, and literary currents; Chiang Kai-shek and the Kuomintang; Mao Zedong and the early history of the Communist movement; social and economic changes; World War II; the Communist triumph in 1949 and major developments of the last 30 years; future problems.

Open to all students.

Mr. Cohen

284 (2) History of the Middle East

A study of the rise of the modern Middle Eastern states against the background of the disintegration of the Ottoman Empire. Focus will be on a series of important transformations, such as the rise of Muhammad Ali in Egypt, the Ottoman reforms of the 19th century and the realignments which came in the wake of the two world wars. A survey of the colonial interlude and the emergence of nationalist movements, concluding with a historical overview of the Mideast conflict.

Open to all students.

Mr. Saad

298 (1) America in the Nuclear Age

A historical survey of the years from World War II to the present that focuses on the impact of the nuclear arms race on American politics, culture and foreign policy. Topics include: the road to Hiroshima; the politics of the arms race; deterrence theory and practice; nuclear weapons and moral responsibility; the atomic scientists; the Cuban Missile Crisis; nuclear weapons and the literary imagination; nuclear war films; the Rosenberg and Oppenheimer cases.

Mr. Sherwin

310 (1-2) Social History of the United States 1 or 2

The development of American society in terms of changing family organization, socioeconomic class structure, patterns of work and leisure time activities, industrialization, urbanization, ethnic groups, and social and geographical mobility. First semester: Colonial period to 1850. Second semester: 1850 to 1980. Either semester may be elected independently.

Open to juniors and seniors who have taken two units of history or by permission of the instructor.

310 (2) not offered in 1983-84

Ms. Jones

312 (1-2) Intellectual History of the United States

The ideas associated with the development of American culture as they are embodied in political thought, religion, the arts, philosophy and social institutions from the colonial period to the present time.

Open to juniors and seniors who have not previously taken [355].

Not offered in 1983-84.

Mrs. Preyer

313 (1) Development of American Law

Law and culture in early American society, the transfer of English law and legal cultures to the American colonies and their modification in a new environment, the nature of legal changes following the American Revolution and the function of law and legal institutions in the context of rapid social and economic change during the 18th and 19th centuries.

Open to juniors and seniors.

(See History 340 which is a sequential seminar offered in the second semester.)

Mrs. Preyer

329 (1) Labor and Working Class Culture in Modern Europe

A comparative history of various European nations; among them France, England, the Low Countries, and Germany since the beginning of industrialization. While the French Revolution changed the nature of political authority, industrialization, as it first occurred in England during the 18th century, revolutionized many of the prevailing productive and social relationships. Emphasis will be placed on social and demographic developments, changes in social structure and the family, working class conditions, and popular culture.

Open to juniors and seniors.

Not offered in 1983-84.

330 (1) Seminar. Medieval Kings, Tyrants and Rebels

A study of the feudal classes of Western Europe during the High Middle Ages and the role which they played in defining western notions of political, religious and personal freedom. Ideas of kingship and tyranny, concepts of nobility, women and feudalism, kinship and vassalage will be examined by making use of medieval sources wherever possible. chronicles, biographies, correspondence, political treatises, epic and romantic literature. Examples will be drawn primarily from the history of England and France between the 11th and 14th centuries, but material on Germany, Italy and Spain will also be included.

Open to qualified juniors and seniors by permission of the instructor (see Directions for Election).

Mr. Cox

333 (2) Seminar. Italy in the Age of Galileo

An exploration of the late Italian Renaissance centered on Galileo and the issues raised by his life and work. Topics to be discussed include courtly culture and courtly patronage, the new cosmology, the conflict between science and religion, censorship and persecution under the Counter-Reformation Church, and the problem of the decline of Italy. Open to qualified juniors and seniors.

Prerequisite: same as for 330.

Ms. Dyer

336 (1) Women in the American South, 1830-1980: A Collective Portrait in Black and White

This course will examine patterns of shared and divergent experiences among southern women as shaped by class and racial factors. Topics include black-white relationships under slavery; women's roles during the Civil War and Reconstruction; the sharecropping family; urban migration; the impact of federal relief policies on women as wives and workers; and the Civil Rights and feminist movements, southern-style. Prerequisite: same as for 330.

Ms. Jones

337 (2) Seminar. Individual and Community in American History

An examination of the persistent tension between self and society, between competing conceptions of private and public, as a major theme in American history and historiography. Not open to students who have taken History 338 (America as the Promised Land).

Open to qualified juniors and seniors by permission of the instructor.

Mr. Auerbach

338 (1) Seminar. The United States and Israel

Explorations in the history of an uneasy relationship between two nations and its peoples, from World War I to the present. Among issues to be considered are the impact of the Balfour Declaration, Naziism, the Holocaust, the birth of Israel, and the Arab-Israeli conflict on American policy. The relations of American Jews to Jewish statehood from the beginning of the American Zionist movement to the present will be carefully scrutinized.

Open by permission of the instructor.

Mr. Auerbach

339 (1) Seminar. American Jewish History

The development of American Jewish life and institutions since the era of mass immigration, with particular attention to the tension between Old World and American Jewish cultures. Historical and literary evidence will guide explorations into the social, psychological, and political implications of Jewish minority status in the United States.

Open by permission of the instructor.

Not offered in 1983-84.

Mr. Auerbach

Offered in 1984-85.

340 (2) Seminar. American Legal History

Selected topics relating to the development of American law and legal institutions during the 18th and 19th centuries. Emphasis on several group research projects by the class; normally a continuation of History 313 but open to other qualified juniors and seniors by permission of the instructor.

Mrs. Preyer

341 (1) Seminar. The Nature and Meanings of History

Introduction to modern historical writing with an emphasis on the tendencies and counter-tendencies in the 20th-century European tradition. Particular concern with patterns of historical explanation as adopted by practicing historians: individual and collective biography, demography and family reconstruction, psycho-history, Marxism.

Open to qualified juniors and seniors by permission of the instructor.

Mr. Knudsen

342 (2) Seminar. Imperialism and Dependency in the Third World

Theoretical approaches to the economic and political expansion of Europe and the United States since the 19th century. Analyzes the emergence of dependency relations in Africa, Asia, and Latin America during the present century. Discussion of development theory and its applications in contemporary Third World history. Due attention to recent trends such as the rise of oil prices and the growing trend towards global interdependence.

Prerequisite: same as for 330.

Mr. Saad

345 (2) Seminar. China's Current Reforms in Historical Perspective

In the years since Mao Zedong's death in 1976, China has initiated wide-ranging reforms in the economic, political, legal, educational, and cultural spheres. One way of analyzing these reforms—their causes and objectives, the problems they have encountered, their likelihood of success—is by comparing them with earlier patterns of Chinese reformism. After initial examination of the post-Mao reforms, the seminar will study major reform efforts of the 19th century, the reforms immediately preceding and succeeding the 1911 Revolution, and the reforms attempted under the Kuomintang in the 1930s. Distribution of seminar time between the post-Mao reforms and earlier Chinese reform efforts will depend on the interests of the class.

Prerequisite: Open to juniors and seniors who have taken 275, 276, or Political Science 208, or by permission of the instructor.

Mr. Cohen

346 (2) Seminar. History of Sino-American Relations

Possible topics to be covered: the treatment of Chinese in California and U.S. exclusion legislation, the rhetoric and reality of the Open Door, American intellectual and cultural influence on China in the 1920s and 1930s, China and the U.S. as allies during World War II, American intervention in the Chinese civil war, McCarthyism and the re-emergence of anti-Chinese feeling in the 1950s, the Nixon opening and the renewal of diplomatic relations, current and future problems in Sino-American relations.

Prerequisite: same as for 330.

Not offered in 1983-84.

Mr. Cohen

347 (2) Seminar. History and Poverty: The Poor and the Oppressed in Nineteenth-Century Europe

In an age without comprehensive social provisions for the poor and the oppressed, life for the majority of citizens in France, the Netherlands, and England was "nasty, brutish, and short." This seminar will explore the ways in which European societies cared for their indigent masses and, when poor relief was not forthcoming, how the poor responded to their plight and material suffering. By examining a variety of literary sources, household budgets, documents of working class organizations, and national legislation, the seminar will address such issues as the impact of the revisions of the British Poor Law in 1834, the relationship between poverty and economic change in the Netherlands, and the connection between pauperism and criminality in France in order to derive insights into the social conditions of the poor as well as the origins of the contemporary welfare state.

Prerequisite: same as for 330.

Not offered in 1983-84.

Ms. Gouda

348 (1) Seminar. Women, Work and the Family in European History, 1700-present

An exploration of the ways in which economic and social transformations between 1700 and the present affected the lives of women, their work patterns, and modified their relative positions of power not only within the family but also within society at large. By placing women within the context of the family economy, topics to be discussed are demographic changes, household structures, the demand for female labor, and the changing position of women within the organization of the family.

Prerequisite: same as for 330.

Not offered in 1983-84.

Mrs. Gouda

350 (1) (2) Research or Individual Study 1 or 2

Open by permission to juniors and seniors.

351 (2) Seminar. The "Woman Question" in Victorian England

A study of the literature about, and the struggles for, the emancipation of women: personal, legal, educational, professional, political. A major source will be the periodical literature from the 1850s onward, with special attention to the many articles written, often anonymously, by women.

Prerequisite: same as for 330.

Not offered in 1983-84.

Mrs. Robinson

357 (2) Seminar. Germany in the Twenties

Introduction to the Weimar Republic from its revolutionary beginnings in 1918 until the Depression and the Nazi takeover. Course will study the politics, society and culture of the 1920s using memoirs, plays, films, novels and pamphlets. Not open to those who have taken 150j.

Prerequisite: same as for 330.

Not offered in 1983-84.

Mr. Knudsen

358 (2) Seminar. Origins of the World Wars

A comparative study of the literature and the historians' debates about the coming of war in 1914 and again in 1939. The alleged underlying origins, some of the precipitating crises, and the roles of the various powers will be examined. Special attention will be given to the equivocal position of Great Britain in both the pre-World War I and pre-World War II years.

Prerequisite: same as for 330. Not open to students who have taken 368.

Mrs. Robinson

359 (1) Seminar. Russia after World War II

How did the U.S.S.R. achieve the status of a great power and at what cost? This seminar will explore such topics as: the politics of de-Stalinization; Khrushchev and Brezhnev as leaders; Soviet relations with China, the West and the Third World; Solzhenitsyn, Sakharov and other dissident writers; hooliganism, alcoholism, religious revivals.

Open by permission of the instructor to juniors and seniors who have taken History 247.

Ms. Tumarkin

370 (1-2) Thesis 2 to 4

Open only to honors candidates.

389 (2) Seminar. Fascism in Twentieth-Century Europe

Fascism conjures up images of torchlight parades, frenzied speeches, knocks on the door at 6 am. But what was really the nature of fascism in 20th century Europe, especially in Italy and Germany? Who supported fascism and why? Who fought the Mussolinis and Hitlers? What were the choices for the common person? This course will explore these and related questions about totalitarian movements.

Prerequisite

Mr. Zdatny

388 (1) Seminar. Wealth Against Commonwealth. American Reform and Radical Movements in the Progressive Era (1880-1920)

Examination of the reform and radical movements organized by laborers, farmers, Blacks, women, religious people, and members of the urban middle class in response to what they perceived to be the failings of American society. The movements were organized in the context of conflict between American hopes, ideals, and aspirations, and the realities of post-Civil War, corporate, industrial society. We will attempt to come to an understanding of the American reform tradition in this crucial period, and the interconnections between reform movements, and between those movements and the larger society.

Prerequisite

Mr. Mishler

390 (2) The Vietnam War at Home and Abroad

The central concern of this course is the Vietnam War at home and abroad, but it is not confined to the period bounded by the direct military involvement of the United States in Vietnam. It begins with an overview of American involvement in Asia prior to World War II, and a survey of the impact of anti-communism on American foreign policy. Beginning with FDR's administration, the decisions that led to diplomatic intervention, and eventually U.S. military involvement in Vietnam, will then be studied in their historical context. The impact of the war on American society (the political, economic, social, cultural and artistic/literary) will also be considered.

Prerequisite

Mr. Sherwin

Cross-Listed Courses**Black Studies 206 (1)*** 1**

Introduction to Afro-American History, 1500-1865

For description and prerequisite see Black Studies 206.

Black Studies 216 (1)***

History of the West Indies

For description and prerequisite see Black Studies 216.

Black Studies 340 (2)***

Seminar. Afro-American History

For description and prerequisite see Black Studies 340.

Education 212 (1)**1**

History of American Education

For description and prerequisite see Education 212.

Education 312 (2)**1**

Seminar. History of Child Rearing and the Family

For description and prerequisite see Education 312.

Greek 328 (2)*

Problems in Ancient History and

Historiography

For description and prerequisite see Greek 328.

Religion 203 (2)*

The Ancient Near East: An Introduction

For description and prerequisite see Religion 203.

Religion 218 (1)*

Religion in America

For description and prerequisite see Religion 218.

Religion 255 (2)*

Japanese Religion and Culture

For description and prerequisite see Religion 255.

Women's Studies 316 (2)

Seminar. History of Sexuality in the United States

For description and prerequisite see Women's Studies 316.

Directions for Election

The history department allows majors great latitude in designing programs of study to encourage breadth and depth of knowledge. Department offerings fall, for the most part, into three roughly defined areas: (1) the premodern West (ancient Greece and Rome, Europe before 1600, medieval and imperial Russia); (2) the modern West (Europe since 1600, the United States, modern Russia); and (3) the non-West (Africa, China, Japan, and the Third World). Majors may elect courses freely, but it is strongly recommended that at least one unit be taken from each of these areas. (The department chairman should be consulted if it is unclear into which area a particular course falls.) Students should discuss their programs with their major advisors, and should consult with their advisors about any changes they wish to make in the course of their junior and senior years.

The department encourages its majors to focus eventually upon a special field of interest such as (1) a particular geographical area, nation, or culture; (2) a limited time period; (3) a special aspect of history, e.g., political, social intellectual, economic; (4) a significant historical problem or theme, e.g., revolution, cultural change, urbanization, institutional development, colonialism. In designing a program, students should consider courses given at MIT and in other departments at Wellesley. Some seminar work is strongly encouraged of all majors. Seminars, unless otherwise indicated, are open by permission of the instructor to qualified juniors and seniors.

The general survey courses (100, 101, 102, 103) and Grade II survey courses in classical (229, 230, 231), American (257), Asian (271, 275, 276), Middle Eastern (284), and African (267, 268, 269) history are open to all students without prerequisite. In addition, freshmen and sophomores with a strong secondary school background in European history (ancient, medieval, or modern) may elect as a beginning course 223, 232, 233, 234, 235, 236, 237, 238, 239, 240, 242, 243, 244, 245. Courses at the Grade I level however, are strongly recommended for students planning to major in history.



Italian

INTERDEPARTMENTAL MAJOR:

Italian Culture

Associate Professor:
Jacoff A2 (Chairman)

Assistant Professor:
Mattii, Asselin

Lecturer:
Ciccarello

All courses, unless otherwise listed, are conducted in Italian. In all courses given in Italian, except seminars, some work may be required in the language laboratory.

Qualified students are encouraged to spend the junior year in Italy. See p. 41.

Attention is called to the major in Italian Culture. See Directions for Election.

100 (1-2) Elementary Italian 2

Development of basic language skills for the purpose of acquiring contemporary spoken Italian and a reading knowledge useful in the study of other disciplines. A general view of Italian civilization. Three periods.

Prerequisite

The Staff

202 (1) Intermediate Italian I

Review of grammar, syntax, and development of vocabulary. There will be short written compositions and emphasis on the spoken language with conversations on a variety of topics. The topics will be suggested by the reading of a significant modern novel or selected short stories. The novel or stories will be supplemented by pertinent articles which clarify their themes in historical and social terms. Three periods.

Prerequisite: 100 or by permission of the instructor.

The Staff

203 (2) Intermediate Italian II

Development and refinement of language skills, with equal emphasis on written and oral practice. Two significant novels will be read. The novels will be the basis for class discussion of cultural, historical and literary issues. They will be supplemented by pertinent articles and other shorter literary texts. In this fourth semester of Italian, there will also be a greater emphasis on critical and analytical reading of the novels. Three periods.

Prerequisite: 202 or by permission of the instructor.

The Staff

206 (1) Studies in Modern Italian Literature

An introduction to major trends in 19th- and 20th-century Italian literature. Reading and analysis of texts by such authors as Leopardi, Manzoni, Verga, Svevo and Pirandello. Three periods. Prerequisite: 203 or by permission of the instructor.

Ms. Ciccarello

207 (2) Studies in Italian Renaissance Literature

A study of Italian Renaissance literature and culture. Reading and analysis of texts by such authors as Petrarch, Boccaccio, Poliziano, Michelangelo, Vittoria Colonna, Machiavelli, Castiglione, and Ariosto. The focus will be on their literary, cultural, and historical relevance. Prerequisite: 206 or by permission of the instructor.

Ms. Mattii

211 (1) Dante (in English)

An introduction to Dante and his culture. This course presumes no special background and attempts to create a context in which Dante's poetry can be carefully explored. It concentrates on the *Divine Comedy* and Dante's use of his literary and philosophical sources. The centrality and encyclopedic nature of the *Comedy* make it a paradigmatic work for students of the Middle Ages. Since Dante has profoundly influenced some key figures of the 19th and 20th centuries, students will find that he illuminates modern literature as well. Students majoring in Italian will receive credit toward the major by doing the reading and selected writing in Italian.

Open to all students.

Ms. Jacoff

212 (2)* Literature of the Italian Renaissance (in English)

An opportunity to read certain key texts of the Italian Renaissance in depth. Boccaccio's *Decameron*, selected Petrarch letters and poems. Cellini's Autobiography. Castiglione's *The Courtier* and Machiavelli's *Prince* and *Discourses*. The focus will be on stylistic and thematic issues and on the problems of interpretation raised by these texts.

Open to all students.

Not offered in 1983-84

245 (2)* Films and the Novel in Italy

An introduction to historical, political, and social aspects of post-war Italy; exploration of the interrelationship between Italian cinema and fiction in the development of both social realism and experimental modes of poetic expression. Emphasis on novels by authors such as Pavese, Calvino, Moravia, and Levi and analysis of films directed by Visconti, Rossellini, De Sica, Fellini, and Pasolini. Given in English. Students doing the reading and paper writing in Italian may count this course toward the major in Italian. Open to sophomores, juniors, and seniors.

Not offered in 1983-84.

302 (1)* The Theatre in Italy

The development of the theatre from its origins to the present time. An introduction to the classical theatre, the Commedia dell'Arte, the Pastoral drama; special emphasis on the modern theatre and experimental theatre of today. Study of plays by authors such as Machiavelli, Tasso, Goldoni, Pirandello, Betti, and Fo.

Prerequisite: 207 or by permission of instructor. Not offered in 1983-84.

303 (1)* The Short Story in Italy Through the Ages

A study of the art of the "Novella" based on readings by authors such as Boccaccio, Sacchetti, Verga, Pirandello, Calvino, and Moravia. Attention will also be given to the content of these works as a reflection of changing social mores. Prerequisite: same as for 302.

Not offered in 1983-84.

304 (1) Women Writers in Modern Italy

The work of representative women writers in Italy from the Risorgimento to the present will be examined within their historical, social, and literary contexts. Special attention will be focused on such topics as: the changing image of women from the traditional 19th-century novel to the contemporary feminist one, didacticism in female literature, the development of a female consciousness; the experience of women writers in Italian society. Selected texts by Cristina di Belgiojoso, Caterina Percoto, Neera, Matilde Serao, Ada Negri, Anna Banti, Sibilla Aleramo, Antonia Pozzi, Elsa Morante, Dacia Maraini and others.

Prerequisite: same as 302.

Not offered in 1983-84.

308 (1) The Contemporary Novel

The study of Italian fiction since the 1940s as seen in the works by authors such as Moravia, Vittorini, Pavese, Viganò, Calvino, Bassani and novelists of the 1970s. Special emphasis on themes related to the literary, social, and cultural problems of the postwar era.

Prerequisite: same as for 302.

Ms. Mattii

349 (2) Seminar. Literature and Society

The works of one or two writers studied in relation to their historical context. The author(s) will be chosen according to the interests of the participants in the course.

Open by permission of the instructor.

Ms. Ciccarello

350 (1) (2) Research or Individual Study 1 or 2

Open by permission to students who have completed two units in literature in the department.

370 (1-2) Thesis 2 to 4

Open only to honors candidates.

Directions for Election

Course 100 is counted toward the degree but not toward the major.

Students majoring in Italian are required to take 206 and 207. Courses in one or more other languages, ancient or modern, art, history, and philosophy, are recommended as valuable related work.

Students interested in an individual major in Italian Culture are referred to the section in the Catalog where the program is described. They should consult with the director of the Italian Culture program. Italian 211 is strongly recommended and will count toward the major.

Majors planning to do graduate work in Italian are advised to take at least one unit in French or Spanish literature and to have a reading knowledge of Latin or of a third Romance language.

Italian Culture

AN INTERDEPARTMENTAL MAJOR

Director: Jacoff

The major in Italian Culture offers students the opportunity of becoming proficient in the language and of acquiring knowledge and understanding of Italy through the study of its art, history, literature, music, and thought.

The program for each student will be planned on an individual basis and is subject to the approval of the director. At least four units in Italian above the Grade I level, two of which shall be of Grade III level, must be included in the program.

The following courses are available for majors in Italian Culture:

Art 220 (1)

Painting and Sculpture of the Later Sixteenth and Seventeenth Centuries in Southern Europe

Art 229 *

Renaissance and Baroque Architecture

Art 250 (1)*

From Giotto to the Art of the Courts: Italy and France, 1300-1420

Art 251 (2)

Italian Renaissance Art

Art 254 (1)*

Art of the City: Medieval, Renaissance, and Baroque Urban Form

Art 304 (2)*

Problems in Italian Sculpture

Art 330 (2)

Seminar. Venetian Renaissance Art

History 233 (1)

Renaissance Italy

History 333 (2)

Seminar. Italy in the Age of Galileo

Italian 202 (1)

Intermediate Italian I

Italian 203 (2)

Intermediate Italian II

Italian 206 (1)

Studies in Modern Italian Literature

Italian 207 (2)

Studies in Italian Renaissance Literature

Italian 211 (1)

Dante (in English)

Italian 212 (2)*

Literature of the Italian Renaissance
(in English)

Italian 245 (2)*

Films and the Novel in Italy

Italian 302 (1)*

The Theatre in Italy

Italian 303 (1)*

The Short Story in Italy Through the Ages

Italian 304* (1)

Women Writers in Modern Italy

Italian 308 (2)

The Contemporary Novel

Italian 349 (2)

Seminar. Literature and Society

Music 252 (2)*

Music in the Renaissance

Music 307 (1)*

The Opera

Language Studies

AN INTERDEPARTMENTAL MAJOR

Director, Levitt

Assistant Professor: Jamison P

This major may be designed according to the provision of the Individual Major option. See p. 36. The major in Language Studies offers students who are interested in the field of linguistics the opportunity for interdisciplinary study of questions relating to the structure, history, philosophy, sociology and psychology of language.

The program for each student will be individually planned and subject to the approval of both advisors and director. Four courses in one department above the Grade I level and two Grade III units are required.

Students are urged to consult the MIT catalogue for additional offerings for the major. Courses given by the visiting Luce Professor may also be relevant.

114 (2) Introduction to Linguistics

Designed to familiarize the student with some of the essential concepts of language description. Suitable problem sets in English and in other languages will provide opportunities to study the basic systems of language organization. Changes in linguistic methodology over the last century will also be discussed.

Open to all students.

Ms. Jamison

237 (2) History and Structure of the Romance Languages

Open to students of French, Italian, Spanish and Latin, this course deals with the development of the modern Romance languages from Vulgar Latin. Primary emphasis will be placed on examining this development from a linguistic point of view, stressing general principles of historical change. Some reading and comparison of early texts in each of the languages will also be included.

Offered in alternation with 238.

Prerequisite: 114 or by permission of the instructor.

Not offered in 1983-84.

Ms. Levitt

238 (2) Linguistic Analysis of Social and Literary Expression

An interdisciplinary course designed for students in the humanities and social sciences based on the application of linguistics to the analysis of language in its written and spoken forms. Emphasis on the way literary styles are created, and levels of social expression are conveyed, by variations in the structural and semantic organization of language. Includes extensive study of women's language.

Offered in alternation with 237.

Prerequisite: 114 or permission of the instructor. Not offered in 1983-84.

Ms. Levitt

Offered in 1984-85.

The following courses are available in Language Studies:

English 381 (1)

The English Language

French 222 (1) (2)

Studies in Language I

French 308 (2)

Advanced Studies in Language I

French 309 (2)

Advanced Studies in Language II

Philosophy 215 (1) (2)

Philosophy of Mind

Psychology 216 (2)

Psycholinguistics

Russian 249 (1)*

Language

Mathematics

Professor:

Wilcox, Shuchat A² (Chairman), Stehney A

Associate Professor:

Shultz, Sontag, Wang A

Assistant Professor:

Beers, Magid, Wolitzer, Hirschhorn, Lawrence, Cook, Shull A, Mantini

Instructor

Platt, Winters

Most courses meet for two periods weekly with a third period every other week.

100 (1) (2) Introduction to Mathematical Thought

Topics chosen from areas such as strategies, computers, infinite sets, knots, coloring problems, number theory, geometry, group theory. Neither 100 nor 102 may be counted toward the major; both may be elected.

Not open to students who have taken 115, 150, or the equivalent.

The Staff

102 (1) (2) Applications of Mathematics without Calculus

Introduction to topics such as probability and statistics, matrices and vectors, linear programming, game theory; applications in the biological and social sciences. Neither 100 nor 102 may be counted toward the major; both may be elected.

Open to all students.

The Staff

103 (1) (2) Precalculus

This course is open to students who lack the necessary preparation for 115 and provides a review of algebra, trigonometry and logarithms necessary for work in calculus. Methods of problem solving, an emphasis on development of analytic and algebraic skills. 103 does not count toward the Group C distribution requirement. Open by permission of the department.

The Staff

115 (1) (2) Calculus I

Introduction to differential and integral calculus for functions of one variable. Differentiation and integration of algebraic and transcendental functions. Applications to curve sketching, extremal problems, velocities, related rates, areas, linear approximation, and differential equations.

Open to all students who have not taken an equivalent course. Students who took 103 at Wellesley should register for section X of 115, which meets three times weekly and is open by permission only.

The Staff

116 (1) (2) Calculus II

Theoretical basis of limits and continuity, Mean Value Theorem, inverse trigonometric functions, further integration techniques. L'Hôpital's rule, improper integrals. Applications to volumes and differential equations. Infinite sequences and series of numbers, power series, Taylor series.

Prerequisite: [104] or 115, or the equivalent.

The Staff

120 (1) Intensive Calculus

A one-semester alternative to 115, 116 for students who have studied the techniques of differentiation and integration. Theory of limits, differential and integral calculus, improper integrals, L'Hôpital's rule. Detailed study of infinite sequences and series.

Open by permission of the department to students who have completed a year of high school calculus including derivatives and integrals but not Taylor series. (Students who have studied Taylor series should elect 205.) Not open to students who have completed 115, 116 or the equivalent.

Mr. Wilcox

150 (2) Colloquium

For directions for applying see p. 48 Open by permission to a limited number of freshman and sophomore applicants.

Discovery Course in Mathematics and Its Applications

Mathematical reasoning and its applications. A discussion group in which students discover mathematical structure in several fields, including some not often recognized as mathematical in nature. Topics chosen from: network analysis, mathematics in music and art, graphing and interpretation of data, exponential growth, computer programming. Especially appropriate for students with an interest in fields requiring quantitative reasoning but who might otherwise avoid these fields because of the mathematics involved. Two 70-minute meetings and another 1-2 hour meeting weekly. Mandatory credit/non-credit. May not be counted toward the major. Prerequisite: reasonable knowledge of high school level mathematics. Not open to those who have taken 100 or calculus.

Not offered in 1983-84.

205 (1) (2) Intermediate Calculus

Vectors, matrices, and determinants. Curves, functions of several variables, partial and directional derivatives, gradients, vector valued functions of a vector variable, Jacobian matrix, chain rule.

Prerequisite: 116, 120, or the equivalent.

The Staff

206 (1) (2) Linear Algebra

Sets, functions, and relations. Algebra of complex numbers. Vector spaces, subspaces, linear independence, bases, dimension, inner products. Linear transformations, matrix representations, range and null spaces, inverses, eigenvalues. Applications to differential equations and Markov processes. Emphasis on proving theorems.

Prerequisite: 205.

The Staff

209 (1) (2) Methods of Advanced Calculus

Inverse and implicit function theorems. Multivariable integral calculus (multiple integrals, line integrals, Green's Theorem, numerical methods). Topics such as Fourier series, approximation methods, partial differential equations, and harmonic functions.

Prerequisite: 205.

The Staff

210 (1) (2) Differential Equations

First order equations, higher order linear equations, systems of linear and nonlinear equations. Existence and uniqueness theorems. Power series. Laplace transform, and numerical methods of solution. Applications to problems from various fields.

Prerequisite: 205.

Ms. Lawrence

217 (1)* Topics in Mathematics and Economics

Applications of calculus and linear algebra to economic analysis. Topics selected from: linear and general optimization, input-output analysis, marginal analysis, analysis of market equilibrium and stability.

Prerequisite: Economics 201 or 202 and Mathematics 205, or by permission of the instructor.

Ms. Sontag, Mr. Grant

218 (2)* Topics in Applied Mathematics

Not offered in 1983-84.

220 (2) Probability and Elementary Statistics

Topics selected from the theory of sets, discrete probability for both single and multivariate random variables, probability density for a single continuous random variable, expectations, mean, standard deviation, and sampling from a normal population.

Prerequisite: 116, 120, or the equivalent.

Mr. Magid

225 (1) Discrete Structures

An introduction to discrete mathematics and the fundamental mathematical structures and techniques associated with discrete analysis. Topics include: mathematical logic, combinatorial analysis, groups and graph theory.

Prerequisite: 116, 120, or the equivalent.

Ms. Beers

249 (1) Selected Topics

Normally a different topic each year.

Not offered in 1983-84.

302 (1) Elements of Analysis I

Metric spaces; compact, complete, and connected spaces; continuous functions; differentiation, integration, interchange of limit operations as time permits.

Prerequisite: 206.

Mr. Shultz

303 (2) Elements of Analysis II

Topics such as measure theory, Lebesgue integration, Fourier series, and calculus on manifolds.

Prerequisite: 302.

Ms. Lawrence

305 (1) (2) Modern Algebraic Theory I

Introduction to groups, rings, integral domains, and fields.

Prerequisite: 206.

Mr. Wolitzer, Mr. Wilcox

306 (2) Modern Algebraic Theory II

Topics chosen from the theory of abstract vector spaces, Galois theory, field theory.

Prerequisite: 305.

Ms. Beers

307 (1)* Topology

Introduction to point set, algebraic, and differential topology. Topological spaces, continuity, connectedness, compactness, product spaces, separation axioms, homotopy, the fundamental group, manifolds.

Prerequisite: 302.

Not offered in 1983-84.

309 (2)* Foundations of Mathematics

An introduction to the logical foundations of modern mathematics, including set theory, cardinal and ordinal arithmetic, and the axiom of choice.

Prerequisite: 302 or 305.

The Staff

310 (2) Functions of a Complex Variable

Elementary complex functions and their mapping properties, integration theory, series expansions of analytic functions.

Prerequisite: 209 and 302.

Mr. Hirschhorn

318 (2) Topics in Applied Mathematics

Topic for 1981-82: Mathematical modeling. Translation of "real world problems" into mathematical form (building a model), analysis of the model, and interpretation of the results. Mathematical techniques especially relevant for modeling will be applied to problems in areas such as public planning, demography, economics, energy, ecology, the physical sciences, and renewable resource management. Each student will develop a model of a significant contemporary problem as part of the course. Calculus and linear algebra will be used throughout; probability, statistics, and differential equations will be introduced as needed. Students should be able to write simple computer programs or be willing to learn this in extra sessions of the course.

Prerequisite: 206 or by permission of the instructor.

Not offered in 1983-84.

349 (2) Selected Topics

Topic for 1983-84: Seminar in the theory and application of graphs. Topics chosen from Euler graphs, Hamilton lines, trees, matchings, and directed graphs.

Prerequisite: 206.

Ms. Lawrence

350 (1) (2) Research or Individual**Study 1 or 2**

Open to juniors and seniors by permission.

370 (1-2) Thesis 2 to 4

Open only to honors candidates who choose to do honors research. See Directions for Election.

**Placement In Courses
and Exemption Examination**

The Mathematics Department reviews elections of calculus students and places them in 103, 115, 116, 120, or 205 according to their previous courses and examination results. Students may not enroll in a course equivalent to one for which they have received high school or college credit. A special examination is not necessary for placement in an advanced course. Also see the descriptions for these courses.

Students may receive course credit towards graduation through the CEEB Advanced Placement Tests in Mathematics. Students with scores of 4 or 5 on the AB Examination or 3 on the BC Examination receive one unit of credit and are eligible for 116. Those entering with scores of 4 or 5 on the BC Examination receive two units and are eligible for 205.

Students who are well prepared in calculus may receive partial exemption from the group C distribution requirement without course credit by taking exemption examinations. Exemption examinations are offered only for 115 and 116.

Directions for Election

Students majoring in mathematics must complete 115 and 116 (or the equivalent) and at least seven units of Grade II and III courses, including 205, 206, 209, 302, 305, and either 303 or 310. Course 225 may not be counted toward the major.

The Mathematics Complement is recommended for students whose primary interests lie elsewhere but who wish to take a substantial amount of mathematics beyond calculus. The Complement consists of 115 and 116 (or the equivalent) and at least four units of Grade II and III courses. A student who plans to add the Mathematics Complement to a major in another field should consult a faculty advisor in mathematics.

Students expecting to major in mathematics should complete 206 before the junior year. It is desirable to take 303 in the same year as 302 and 306 in the same year as 305. In order to take 310, a student must first complete 209 as well as 302.

Students expecting to do graduate work in mathematics should elect 303, 306, 310 and another Grade III course. They are also advised to acquire a reading knowledge of one or more of the following languages: French, German, or Russian.

Majors who may be practice teaching in their senior year should elect 302 and 303 or 310 not later than their junior year. Students are encouraged to elect MIT courses which are not offered by the Wellesley College mathematics department. All candidates for honors will be required to complete two of the following three courses: 303, 306, and 310. The department offers the following options for earning honors in the major field. (1) completion of 303, 306, 310 and one additional Grade III course beyond the major requirement, and two written comprehensive examinations; (2) two semesters of thesis work (370); or (3) participation in a two-semester seminar and a written examination on the seminar topics. An oral examination is required in all honors programs.

Medieval/ Renaissance Studies

AN INTERDEPARTMENTAL MAJOR

Directors: Cox, Fergusson

The major in Medieval/Renaissance Studies enables students to explore the infinite richness and variety of Western civilization from later Greco-Roman times to the Age of the Renaissance and Reformation, as reflected in art, history, music, literature, and language.

Numerous opportunities for study abroad exist for those who wish to broaden their experience and supplement research skills through direct contact with European and Mediterranean culture. Majors who are contemplating postgraduate academic or professional careers should consult faculty advisors, who will assist them in planning a sequence of courses that will provide them with a sound background in the linguistic and critical techniques essential to further work in their chosen fields. Individual interests and needs can be accommodated through independent study projects carried out under the supervision of one or more faculty members and designed to supplement, or substitute for, advanced seminar-level work. Medieval/Renaissance Studies 315 is the seminar recommended for majors in Medieval/Renaissance Studies in 1983-84.

247 (2) Arthurian Legends

A survey of legends connected with King Arthur from the 6th century through the 15th with some attention to the new interpretations in the Renaissance, the 19th, and the 20th centuries. Special lectures by members of the Medieval/Renaissance studies program.

Open to sophomores, juniors, and seniors.

Ms. Lynch

315 (1) Women in the Middle Ages: Images and Voices

An exploration of some of the ways in which women were seen and in which they saw themselves in the Middle Ages. We will examine a variety of texts and traditions which suggest differing responses to the issue. Selected texts from the following areas: Courtly and Romance literature (Chretien, Marie de France, Stilnovistic poetry); female devotional literature (Julian of Norwich, Catherine of Siena); patristic commentaries; medieval versions of classical mythology and history; and, in conclusion, Christine de Pizan's *Book of the City of Ladies*, a remarkable text which subverts many of the traditions we will have studied. The extraliterary aspects of the subject will be discussed by guest lecturers on such topics as social history, art history, devotional traditions, and theology. Designated Medieval/Renaissance Studies Seminar. Cross-listed in Women's Studies.

Open to qualified juniors and seniors.

Ms. Jacoff

Among other courses available for majors and prospective majors are:

Art 100 (1-2)

Introductory Course

Art 202 (1)

Medieval Art

Art 203 (2)

Cathedrals and Castles of the High Middle Ages

Art 215 (1)

European Art to the Renaissance

Art 229*

Renaissance and Baroque Architecture

Art 250 (1)*

From Giotto to the Art of the Courts: Italy and France, 1300-1420

Art 251 (2)

Italian Renaissance Art

Art 254 (1)*

Art of the City: Medieval, Renaissance, and Baroque Urban Form

Art 304 (2)*

Problems in Italian Sculpture

Art 311 (2)*

Northern European Painting and Printmaking

Art 330 (2)

Seminar. Venetian Renaissance Art

Art 332 (2)*

Seminar. The Cathedrals of England

English 112 (1) (2)

Introduction to Shakespeare

English 211 (2)*

Medieval Literature

English 213 (1)

Chaucer

English 222 (2)

Renaissance Literature

English 223 (1)

Shakespeare Part I: The Elizabethan Period

English 224 (2)

Shakespeare Part II. The Jacobean Period

English 283 (2)*

English Drama I

English 313 (2)*

Advanced Studies in Chaucer

English 325 (1)

Advanced Studies in the Renaissance

English 381 (1)

The English Language

French 212 (1)

Medieval French Literature I

French 300 (2)*

French Literature of the Renaissance

French 312 (1)*

Medieval French Literature II

German 202 (1)

Introduction to German Literature

History 100 (1) (2)

Medieval and Early Modern European History

History 150 (1)d

Henry VIII: Wives and Policy

History 222 (1)

Classical and Early Medieval Intellectual History

History 223 (2)

Science and Medicine from the Middle Ages to the Scientific Revolution

History 230 (1)*

Greek History from the Bronze Age to the Death of Philip II of Macedon

History 231 (1)*

History of Rome

History 232 (1)

The Medieval World, 1000 to 1300

History 233 (1)

Renaissance Italy

History 234 (2)

The Renaissance and Reformation in Western Europe

History 235 (1)

Intellectual History of the Middle Ages and Renaissance

History 238 (1)

English History: 1066 and All That

History 239 (2)

English History: Tudors and Stuarts

History 330 (1)

Seminar. Medieval Kings, Tyrants and Rebels

History 333 (2)

Seminar. Italy in the Age of Galileo

Italian 207 (2)

Studies in Italian Renaissance Literature

Italian 211 (1)

Dante (in English)

Italian 212 (2)*

Literature of the Italian Renaissance (In English)

Latin 207 (2)

Medieval Latin

Music 251 (2)*

Music in the Middle Ages

Music 252 (2)*

Music in the Renaissance

Political Science 240 (1)

Classical and Medieval Political Theory

Religion 216 (1)*

History of Christian Thought: 100-1400

Religion 217 (2)*

History of Christian Thought 1400-1800

Religion 242 (1)*

Christianity in the Arts

Spanish 206 (1)

The Spirit of Spain in Its Literature

Spanish 302 (2)*

Cervantes

Writing Program 125C (2)

Richard the Lion-Hearted in History and Legend

Molecular Biology

AN INTERDEPARTMENTAL MAJOR

Director. Levy

The Departments of Biological Sciences and Chemistry offer an interdepartmental major in molecular biology which gives opportunity for advanced study of the chemistry of biological systems.

In addition to two units of Biochemistry (323 and 324), the area of concentration must include the following units of Chemistry (114 and 115, or 120; 211 and 231); Biology (110, 111, 200, 205, and one Grade III unit with a scheduled laboratory taken at Wellesley excluding 350 or 370); Physics (104, 105, or 110); and Mathematics (116 or the equivalent). Students should be sure to satisfy the prerequisites for the Grade III biology course; it is also recommended that they take Chemistry 313 prior to Chemistry 323.

Music

Professor:

Herrmann, Jander, Barry

Associate Professor:

Zallman (Chairman)

Assistant Professor:

Ladewig, Brody A, Fisk

Lecturer:

Strizich P

Instructor:

Shapiro P

Chamber Music Society:

Cirillo (Director), Plaster (Assistant Director)

Instructor in Performing Music:

Piano: *Fisk, Shapiro, Alderman, Barringer* (jazz piano), *Urban* (keyboard skills). Voice: *O'Donnell, Hurley*. Violin: *Cirillo, Viola, Murdock* (Director of Performance Workshop). Violincello: *Beal*. Double Bass: *Wurtzler*. Flute: *Preble, Krueger*. Oboe: *Gore*. Clarinet: *Vaverka*. Bassoon: *Plaster*. French Horn: *Moran*. Trumpet: *Levine*. Trombone: *Walant*. Organ: *Taylor*. Harp: *Pappoutsakis*. Guitar: *Arnold*. Saxophone: *Malone*. Harpsicord and Continuo: *Cleverdon*. Viola da Gamba: *Hartzell* (Collegium Musicum). Recorder: *Stillman* (Collegium Musicum).

99 (1-2) Performing Music Noncredit

One half-hour private lesson per week. Students may register for 45-minute or hour lessons for an additional fee. For further information, including fees, see Performing Music: Private Instruction. See also Music 199, 299, and 344. Open by interview with the performing music faculty member(s) concerned. A basic skills test is given to students wishing to enroll in Music 99. For those who do not pass this test, a corequisite to Music 99 is Music 111.

The Staff

100 (1) (2) Style in Music

A survey of principal musical styles and forms of Western music, with emphasis on the period 1700 (Bach and Handel) to the turn of the last century (Moussorgsky, Debussy, and Stravinsky). Not to be counted toward the major. Two lectures and one section meeting.

Mr. Herrmann, Mr. Ladewig

106 (2)* Afro-American Music

A survey of Black music in America, its origins, its development, and its relation to cultural and social conditions. Not to be counted toward the major in music.

Open to all students.

Not offered in 1983-84.

111 (1) (2) The Language of Music

Instruction in simple musical skills, such as the reading and writing of notation, in a context that encourages students to discover for themselves the ideas underlying musical perception, systems of notation, and the elements of composition. Consideration of new ways of hearing and thinking about music. Not to be counted toward the major. Two section meetings and one 60-minute class devoted to lecture or laboratory. Open to all students.

Mr. Fisk, Mr. Jander

115 (1) (2) Musicianship

Cultivation of the ability to see and hear what is in a musical score through practice in reading, ear-training, and keyboard skills. Students develop a working understanding of tonality through writing melodies, and through reading and experiencing tonal works. Normally followed by 202. Two class meetings and one 60-minute laboratory.

Open to all students who have passed the basic skills test.

Miss Barry

125E (2) Words About Music, Writing Course

See Writing Program for complete description.

199 (1-2) Performing Music – Intermediate

One 45-minute lesson per week. A minimum of six hours of practice per week is expected. Music 199 may be repeated, ordinarily for a maximum of four semesters. Not to be counted toward the major in music. For further information, including fees, see Performing Music: Private Instruction and Academic Credit. See also Music 99, 299, and 344.

Open, by audition for a limited number of spaces, to students who are taking, have taken, or have exempted Music 115. Successful completion of an additional music course is required before credit is given for a second year of 199.

Audition requirements vary, depending on the instrument. The piano requirements are described here to give a general indication of the expected standards for all instruments: all major and minor scales and arpeggios, a Bach two-part invention or movement from one of the French Suites, a movement from a Classical sonata, and a composition from either the Romantic or modern period.

A student other than a pianist who wishes to apply for Music 199 should request detailed information concerning audition requirements for her instrument (including voice) by writing to the Chairman, Department of Music.

The Staff

200 (1-2) Design in Music 2

A survey beginning with Gregorian chant and concluding with electronic music, with emphasis on live performance and on the incisive analysis of scores. One unit of credit may be given for the first semester. Three periods.

Prerequisite: 202.

Mr. Jander

202 (2) Harmony I

A continuation of 115. Further development of reading and listening skills. Figured bass: harmonic writing, analysis, and keyboard realization. The study of classical tonal relationships. One lecture, two section meetings, and one 60-minute laboratory.

Prerequisite: 115.

Miss Barry

204 (1)* Counterpoint I

Writing and analysis of 16th-century modal counterpoint. A practical study based on the vocal music of the period. Offered in alternation with 304.

Open to students who have taken, or exempted, 115.

Mr. Strizich

208 (2)* The Baroque Era

Studies in the music of the 17th and early 18th centuries. Not to be counted toward the major in music.

Prerequisite: 100, 111, or 115.

Not offered in 1983-84.

209 (1)* The Classical Era

Normally a different topic every year. Not to be counted toward the major.

Prerequisite: 100, 111, or 115.

Not offered in 1983-84.

210 (1)* The Romantic Era

Topic for 1983-84: Program Music. In the 19th century, the Romantic composers attempted to write instrumental music with non-musical ideas found in literature, drama, and the fine arts. Such "programmatic" works as Beethoven's *Symphony No. 6 "The Pastoral"*, Berlioz's *Symphonie fantastique*, Tchaikovsky's *Romeo and Juliet*, as well as others by Vivaldi, Haydn, Mahler, Debussy will be examined. Not to be counted toward the major.

Prerequisite: 100, 111, or 115.

Mr. Ladewig

211 (2)* Instrumental Music

Topic for 1983-84: The symphony in the 18th and 19th centuries. After a brief investigation of the beginnings of the genre in the early Classic Period the body of the course will be devoted to a study of selected works by Haydn, Mozart, Beethoven (the *Eroica* and the *Ninth*), Schubert, Berlioz (*Symphonie fantastique*), Mendelssohn, and Brahms. Not to be counted toward the major.

Prerequisite: 100, 111, or 115, or by permission of the instructor.

Mr., Herrmann

214 (2)* Twentieth Century Music

Normally a different topic each year. Not to be counted toward the major in music.

Prerequisite: 100, 111, or 115 or permission of the instructor.

Not offered in 1983-84.

215 (1)* Vocal Forms

Normally a different topic each year. Not to be counted toward the major.

Prerequisite: 100, 111, or 115 or by permission of the instructor.

Not offered in 1983-84.

216 (2)* Wagner's Ring of the Nibelungen

A team-taught course presenting the Ring as a Total Art Work, the consummate musical statement of the Romantic temper. Studies in Wagner's mythological and literary sources, the cultural and historical context of the tetralogy, its psychological and allegorical dimensions, and the theatrical importance of the Bayreuth Festival. The chief focus of the course will be listening closely to the entire Ring cycle in English and German, with appropriate accompanying materials (films, slides, and readings). Not to be counted toward the major.

Prerequisite: 100, or 111 or by permission of the instructors.

Not offered in 1983-84.

Mr. Hansen (German Department) and
Mr. Jander (Music Department)

251 (2)* Music in the Middle Ages

A survey of music in medieval society: Christian chant and its offshoots; liturgical drama; liturgical music at Notre Dame and elsewhere; the rise of secular lyric song; instrumental and dance music.

Prerequisite: 200 (1).

Mr. Ladewig

252 (2)* Music in the Renaissance

Music at the courts and cathedrals of France, Italy, England, and Flanders during the 15th and 16th centuries. A study of the Masses, motets, madrigals, chansons, and instrumental works of composers from Dunstable and Dufay to Byrd and Gabrieli.

Prerequisite: 200 (1).

Not offered in 1983-84.

299 (1-2) Performing Music — Advanced

One hour private lesson per week. A minimum of ten hours of practice per week is expected. Music 299 may be repeated without limit. Not to be counted toward the major in music. For further information, including fees, see Performing Music: Private Instruction and Academic Credit. See also Music 99, 199, and 344.

Open by audition for a limited number of spaces, to students who have taken or exempted Music 115. One music course on the Grade II level or above must be completed for each unit of credit to be granted for Music 299. (A music course used to fulfill the requirement for Music 199 may not be counted for 299.)

A student auditioning for Music 299 is expected to demonstrate accomplishment distinctly beyond that of the Music 199 student. Students wishing to audition for 299 should request detailed audition requirements.

The Staff

302 (1) Harmony II

The harmonization of melodies. Improvisation and elaboration of typical harmonic phrases. A continuation of figured bass studies with emphasis on keyboard realization. Further study in the structure of classical tonality. Three class meetings and one 60-minute laboratory.

Prerequisite: 202.

Ms. Zallman

304 (2)* Counterpoint II

A study of tonal counterpoint through written exercises based on examples from the works of J. S. Bach. Additional study will be devoted to developing an understanding of the role of counterpoint in classical tonal composition. Offered in alternation with 204.

Prerequisite: 302.

Not offered in 1983-84.

306 (2) Tonal Analysis

The normal continuation of 302. A study of the tonal forms of the 18th and 19th centuries. Three class meetings and one 60-minute laboratory.

Prerequisite: 302.

Ms. Zallman

307 (1)* The Opera

A study of operatic forms, styles, and traditions. Normally a different topic each year.

Prerequisite: 200 or, with permission of the instructor, two Grade II units in the literature of music.

Not offered in 1983-84.

308 (2) Choral and Orchestral Conducting

A practical exposure to techniques for conducting music from the Renaissance to the present. Prerequisite: 200, 302, and 306 (which may be taken concurrently), or by permission of the instructor.

Not offered in 1983-84.

313 (1)* Twentieth-Century Analysis and Composition

A study of compositional devices of 20th-century music through the analysis of selected short examples from the literature. Techniques will be reinforced by the composition of solo and small ensemble pieces, vocal and instrumental. Offered in alternation with 314.

Prerequisite: 115.

Not offered in 1983-84.

314 (2)* Tonal Composition

A study of tonal forms – the minuet, extended song forms, and the sonata – through the composition of such pieces within the style of their traditional models. Offered in alternation with 313.

Prerequisite: 302.

Ms. Zallman

319 (1)* Seminar. The Nineteenth Century

Topic for 1983-84. German song in the Romantic Era. Special studies in the origins of the Lied, in Schubert's *Winterreise* cycle, and in the songs of Hugo Wolf.

Open to students who have taken 200 and who have taken or are taking 302.

Mr. Jander

320 (1)* Seminar. The Twentieth Century

Normally a different topic each year.

Prerequisite: 200.

Not offered in 1983-84.

321 (1)* Seminar. The Age of Bach and Handel

Normally a different topic each year.

Prerequisite: 200 and 302.

Not offered in 1983-84.

322 (1)* Seminar. The Classical Era

Topic for 1983-84: Chamber music for piano and strings of Mozart and Haydn – a study of selected piano trios of both masters, and of the Mozart piano quartets. Live performances by class members will be encouraged. Open to nonperformers as well as performers.

Prerequisite: Open to students who have taken 200 and have taken or are taking 302.

Miss Barry

323 (2)* Seminar. Selected Topics

Topic for 1983-84: Johann Sebastian Bach. Studies in basic form and technique (binary form, concerto form, fugue, etc.). *The Goldberg Variations*. *The St. Matthew Passion*.

Open to students who have taken 200 and 302 and have taken or are taking 306.

Mr. Jander

344 (1) (2) Performing Music – A Special Program 1 or 2

Intensive study of interpretation and of advanced technical performance problems in the literature. One hour lesson per week plus a required performance workshop. One to four units may be counted toward the degree provided at least two units in the literature of music other than Music 200 (1-2), a prerequisite for 344, are completed. One of these units must be Grade III work, the other either Grade III or Grade II work which counts toward the major. Music 344 should ordinarily follow or be concurrent with such courses in the literature of music; not more than one unit of 344 may be elected in advance of election of these courses. Only one unit of 344 may be elected per semester. Permission to elect the first unit of 344 is granted only after the student has successfully auditioned for the department faculty upon the written recommendation of the instructor in performing music. This audition ordinarily takes place in the second semester of the sophomore or junior year. Permission to elect subsequent units is granted only to a student whose progress in 344 is judged excellent.

The Staff

350 (1) (2) Research or Individual Study 1 or 2

Directed study in analysis, composition, orchestration, or the history of music.

Open to qualified juniors and seniors by permission.

370 (1-2) Thesis 2 to 4

Open only to honors candidates who choose to do honors research, or an honors project in composition or in performance. See Directions for Election.

Cross-Listed Courses**Experimental 240 (2)**

Twentieth-Century Music: Analysis and Performance

For description and prerequisite see Experimental 240.

Directions for Election

The normal music major sequence is 115, 202, 200 (1-2), 302, and 306. Also required for the major are four additional units of Grade II or Grade III work in courses designed for the music major. Two of these units must be in music literature; at least one of the literature units must be Grade III work. Students who major in music are encouraged to explore their special areas of interest; composition, literature, performance, or theory.

Students who plan to undertake graduate study in music should be aware that a knowledge of both German and French is essential for work at that level, and a proficiency in Italian is highly desirable. Also of value are studies in European history, literature, and art.

Music majors are especially urged to develop their musicianship through the acquisition of basic keyboard skills, through private instruction in practical music, and through involvement in the Music Department's various performing organizations.

Group instruction in keyboard skills including keyboard harmony, sight reading and score reading is provided to all students enrolled in 111, 115, 202, 302, or 306.

The department offers a choice of three programs for Honors, all entitled 370. Under Program I (two to four units of credit) the honors candidate performs independent research leading to a thesis and an oral examination. Under Program II, honors in composition, one unit is elected per semester in the senior year, these units culminating in a composition of substance and an oral examination on the honors work. Prerequisite for this program: 204, 306, distinguished work in 313, and evidence of independent work in 314; prerequisite or corequisite: 320. Program III, honors in performance, involves the election of one unit per semester in the senior year culminating in a recital, a lecture demonstration, and an essay on some aspect of performance. Prerequisites for Program III: Music 344 (normally two units) in the junior year, and evidence that year, through public performance, of exceptional talent and accomplishment.

Performing Music

Instrument Collection

In addition to a number of modern instruments, the music department owns an unusually fine collection of early instruments, largely reproductions, available for use by students. These include a clavichord, virginal, two harpsichords a positive organ, fortepiano, and two Clementi pianos; a lute, eight violas da gamba, and a baroque violin; a sackbut, krummhorns, shawms, recorders, a renaissance flute, two baroque flutes, and a baroque oboe. A recent addition to the collection is an 18th-century Venetian viola made by Belosius. Of particular interest is the new Fisk organ in Houghton Chapel, America's first 17th-century German style organ.

Performance Workshop

The performance workshop is directed by a member of the performing music faculty and gives performing music students an opportunity to perform in an informal situation before fellow students and faculty, to discuss the music itself, and to receive helpful comments concerning performance. Required for 344 students, the workshop is open to Wellesley students who study performing music at Wellesley and elsewhere, on the recommendation of their instructor.

Private Instruction

The music department offers private instruction in voice, piano, fortepiano, organ, harpsichord, harp, violin, viola, cello, double bass, viola da gamba, flute (baroque and modern), oboe, clarinet, bassoon, trumpet, French horn, recorder, lute, classical guitar, saxophone, and jazz piano.

Information concerning auditions and course requirements for noncredit and credit study is given above under listings for Music 99, 199, 299, and 344. Interviews and auditions, except those for Music 344, and the basic skills test are ordinarily given at the start of the first semester only.

There is no charge for performing music to students enrolled in Music 344, nor to Music 199 or 299 students who are receiving financial assistance. All other Music 199 and 299 students are charged \$350 for one lesson per week throughout the year. Students who contract for performing music instruction under Music 99 are charged \$350 for one half-hour lesson per week throughout the year and may register for 45-minute or hour lessons for an additional fee. A fee of \$35 per year is charged to performing music students for the use of a practice studio. The fee for the use of a practice studio for harpsichord and organ is \$45. Performing music fees are payable in advance and can be refunded only under limited conditions and upon the approval of the Chairman of the Department of Music.

Arrangements for lessons in performing music are made at the department office during the first week of the semester. Students may begin their performing music study at the start of the second semester only if space permits.

Academic Credit

Credit for performing music is granted only for study at Wellesley College. As enrollment in credit study is limited, the final decision for acceptance is based on the student's audition. A jury of performing music faculty determines whether or not a student may continue with performing music for credit, and at what level. One unit of credit is granted for two semesters of study in Music 199 and 299. Two consecutive semesters of credit study in performing music must be successfully completed before credit can be counted toward the degree. Of the 32 units for graduation a maximum of four units of performing music may be counted toward the degree. More than one course in performing music for credit can be taken simultaneously only by special permission of the Department.

The Music Department's 199 and 299 offerings are made possible by the Estate of Elsa Graefe Whitney '18.

Performing Organizations

The following six organizations are a vital extension of the academic program of the Wellesley music department.

The Wellesley College Choir

The Wellesley College Choir, with approximately 80 members, gives concerts on and off campus during the academic year, many of them with men's choirs. Endowed funds provide for at least one joint concert each year accompanied by a professional orchestra.

The Wellesley Madrigal Singers

The Madrigal Singers are a chamber chorus of about 25 mixed voices. The organization elects its own student director.

The Collegium Musicum

The Collegium Musicum, directed by a faculty member and several assistants, specializes in the performance of early music. Members of the Collegium enjoy the use of an unusually fine collection of historical instruments. See under Performing Music: Instrument Collection.

Separate consort instruction is available in viola da gamba, renaissance winds, and recorder for both beginning and advanced players for a nominal fee of \$20 per semester. Members of such groups are encouraged to take private instruction as well.

The Chamber Music Society

The Chamber Music Society, supervised by a faculty member and assistants, presents three concerts each year, plus a number of diverse, informal programs.

The Wellesley College Chamber Orchestra

The Wellesley College Chamber Orchestra is a student-directed organization consisting of approximately 30 members. Its concerts include works from several periods for small orchestra, with possibilities for solo performance.

The MIT Orchestra

Through the Wellesley-MIT Cross Registration program, students on the Wellesley campus are eligible to audition for membership in the MIT Symphony Orchestra. Wellesley members of the orchestra have often held solo positions.

Philosophy

Professor:
Stadler, Putnam, Chaplin, Congleton A

Associate Professor:
Menkiti (Chairman), Flanagan, Nussbaum

Assistant Professor:
Winkler P, Garrett P

Instructor:
Doran

101 (1) (2) Plato's Dialogues as an Introduction to Philosophy

An introduction to philosophy through a study of Plato's views of the nature of man and society, and of the nature of philosophical inquiry as found in the early and middle dialogues taking Socrates as their central concern. Some consideration will be given to Aristotle.

Open to all students.

The Staff

106 (1) (2) Introduction to Moral Philosophy

An examination of the methods by which intelligent moral decisions are made through an examination of the views of several major figures in the history of moral philosophy. An attempt to develop the capacity to recognize and critically analyze philosophical arguments pertinent to the resolution of concrete contemporary issues.

Open to all students.

The Staff

200 (1) (2) Modern Sources of Contemporary Philosophy

A study of the work of Descartes, Hume, and Kant. The course is intended to introduce students to the most influential philosophers of modern times. Key concepts, terms and arguments used by philosophers from the 17th century to the present day will be discussed. The course also provides preparation for more advanced work both in contemporary philosophy and in the history of modern philosophy.

Open to all students except freshmen in the first semester.

Mr. Flanagan

202 (2)* Introduction to African Philosophy

Initiation into basic African philosophical concepts and principles. The first part of the course deals with a systematic interpretation of such questions as the Bantu African philosophical concept of Muntu and related beliefs, as well as Bantu ontology, metaphysics, and ethics. The second part centers on the relationship between philosophy and ideologies and its implications in Black African social, political, religious, and economic institutions. The approach will be comparative.

Open to all students except freshmen in the first semester.

Mr. Menkiti

203 (1) Philosophy of Art

An examination of some major theories of art and art criticism. Emphasis on the clarification of such key concepts as style, meaning, and truth, and on the nature of judgments and arguments about artistic beauty and excellence.

Open to freshmen who have taken one unit in philosophy, and to sophomores, juniors, and seniors without prerequisite.

Mrs. Stadler

204 (2) Philosophy and the Novel

This course will examine the treatment of consciousness, imagination, deliberation, time, love, and the knowledge of others in novels by Henry James, Proust, Virginia Woolf, and Beckett. We will be asking what it means to call these novels "philosophical," and whether they make, in virtue of their literary qualities, a distinctive contribution to the exploration of central philosophical issues.

Open to sophomores, juniors and seniors without prerequisite and to others by permission of the instructor.

Mrs. Nussbaum

205 (1) Nature and Convention

How much of our life depends on changeable social convention and how much on unchangeable necessity? The first half of the course will be based on short readings from various fields showing how the question of convention arises in connection with such questions as the relation of thought and language, the basis of sex role definition, and the ways judges reach and justify their decisions. The second half of the semester will be a study of convention by the 20th century philosopher Ludwig Wittgenstein. Open to sophomores, juniors, and seniors without prerequisite.

Mr. Garrett

210 (1) Social Philosophy

An exploration of some key issues in social philosophy which will focus on such topics as the nature and value of community; the grounds for social coercion and the moral legitimacy of group rules; collective versus individual rationality; the responsibilities of persons in their roles; and obligations between generations.

Open to sophomores, juniors, and seniors without prerequisite.

Mr. Menkiti

211 (2)* Philosophy of Religion

An examination of basic problems regarding the nature of religion, the grounds of religious belief, and the character of ritual, with attention to both traditional and contemporary positions.

Prerequisite: same as for 203.

Mr. Garrett

215 (1) (2) Philosophy of Mind

Topics include the mind-body relation; free will/determinism; knowledge of one's own mind and other minds; reductionism; philosophical implications of recent work in neuroscience, cognitive science, and artificial intelligence.

Open to sophomores, juniors, and seniors.

Mr. Flanagan, Ms. Doran

216 (1) (2) Logic

An introduction to the methods of symbolic logic and their application to arguments in ordinary English. Discussion of validity, implication, consistency, proof, and of such topics as the thesis of extensionality and the nature of mathematical truth.

Open to sophomores, juniors, and seniors. Not recommended for freshmen.

Mrs. Putnam, Mr. Winkler

217 (2) Philosophy of Science

A study of problems in the philosophy of the natural and social sciences, such as the growth of scientific knowledge, the reality of theoretical entities, space and time, purpose in nature, and the explanation of human action. Readings in both classical and contemporary sources.

Prerequisite: same as for 203.

Mr. Winkler

220 (2) Knowledge and Reality: Metaphysics and Epistemology in the Seventeenth and Eighteenth Centuries

A study of the history of modern philosophy, intended as a sequel to Philosophy 200. The course will concentrate on three broad themes in the works of Hobbes, Locke, Spinoza, Leibniz, and Berkeley: the existence of innate ideas, and the character and scope of human knowledge; nature and substance, and the nature and existence of God; the limits of mechanism, and the relationship between matter and mind.

Prerequisite: 200

Not offered in 1983-84.

Mr. Winkler

Offered in 1984-85.

221 (2) History of Modern Philosophy in the Nineteenth Century

A study of Post-Enlightenment philosophy, concentrating on the German tradition. Selected texts from Hegel, Schopenhauer, and Nietzsche will illustrate the themes of reason, history, and human nature. Some attention will also be given to the thought of John Stuart Mill and Auguste Comte.

Prerequisite: 200 or 201 or other previous study of Kant accepted as equivalent by the instructor. Not offered in 1983-84.

222 (2) American Philosophy

The development of American philosophy from its beginnings as an attempt to come to terms with Puritanism, through the response to revolution and slavery and the development of Transcendentalism, to its culmination in Pragmatism. Pragmatism, exemplified by Peirce, James, and Dewey, as America's unique contribution to world philosophy occupies roughly half of the course. This course is intended for American studies majors as well as for philosophers.

Prerequisite: 200 or 201 or by permission of the instructor.

Mrs. Putnam

223 (2) Phenomenology and Existentialism

Central themes in contemporary European philosophy with special emphasis on the contributions of Søren Kierkegaard, Edmund Husserl, Martin Heidegger, and Jean-Paul Sartre.

Prerequisite: 200 or other previous study of Kant accepted as equivalent by the instructor.

Mrs. Stadler

227 (1) Philosophy and Feminism

A systematic examination of competing theories of the basis, nature, and scope of women's rights. Included will be a comparison of J. S. Mill's classical liberal treatment of women's rights in *The Subjection of Women* with contemporary formulation of the liberal position. Several weeks will be devoted to discussion of (class selected) topics of contemporary interest to feminist theory. Open to all students without prerequisite.

Ms. Doran

234 (2) Philosophy of History

An introduction both to speculative and analytical philosophy of history. The course will first study some attempts at demonstrating the existence of patterns or general laws in the human past, then examine the main problems engendered in the process of translating historical events into written form, in particular the nature of historical explanation and the possibility of historical objectivity.

Prerequisite: same as for 203.

Not offered in 1983-84.

249 (1) Medical Ethics

A philosophical examination of some central problems at the interface of medicine and ethics. Exploration of the social and ethical implications of current advances in biomedical research and technology. Topics discussed will include psychosurgery, gendersurgery, genetic screening, amniocentesis, euthanasia.

Prerequisite: same as for 203.

Mr. Menkiti

302 (1)* Kant

Intensive studies in the philosophy of Kant with some consideration of his position in the history of philosophy.

Prerequisite: 200.

Mr. Garrett

303 (1)* Hume

Intensive studies in the philosophy of Hume with some consideration of his position in the history of philosophy.

Prerequisite: 200.

Not offered in 1983-84

311 (1)* Plato

Two issues in Platonic philosophy will be emphasized. The so-called "Socratic paradox" which holds that no one knowingly does evil and the theory of "forms" or "Platonic ideas." Offered in alternation with 312.

Prerequisite: 101 or Greek 201.

Not offered in 1983-84

Ms. Congleton

312 (1)* Aristotle

Intensive study of the thought of Aristotle through detailed reading of selected texts. Attention will be given especially to those works which present Aristotle's picture of nature, human nature, and society. Aristotle's influence on subsequent science and philosophy will be discussed briefly. Offered in alternation with 311.

Prerequisite: 101 or Greek 201.

Ms. Nussbaum

314 (2) Advanced Topics in Epistemology

Course content will vary. Topics include theories of perception and sense datum theory, truth and the problem of justification, common sense and philosophical certainty, personal knowledge and knowledge of other selves.

Open to juniors and seniors or by permission of the instructor.

Ms. Doran

326 (2) Philosophy of Law

A systematic consideration of fundamental issues in the conception and practice of law. Such recurrent themes in legal theory as the nature and function of law, the relation of law to morality, the function of rules in legal reasoning, and the connection between law and social policy are examined. Clarification of such notions as obligation, power, contract, liability, and sovereignty. Readings will cover the natural law tradition and the tradition of legal positivism, as well as such contemporary writers as Hart and Fuller. Open to juniors and seniors, or by permission of the instructor.

Mr. Menkiti

327 (2) Seminar. Ideas of Progress and Perfection

The aim is to discover what exactly is at issue in discussions of the debts which the arts, sciences, and philosophies of the 20th century owe to their respective historical antecedents. The seminar will examine texts in the history of art, science, and philosophy with a view to clarifying the measure of agreement between different answers to the questions of what progress is and how it is to be assessed. Readings will include Gombrich, Lakatos, and Collingwood. Offered jointly with MIT.

Open to juniors and seniors by permission of the instructor.

Not offered in 1983-84.

Mrs. Stadler

328 (2) Problems in Twentieth-Century Art and Philosophy

Twelve major painters of the last 100 years, from Manet to Olitski, will be studied. Equal emphasis will be given to their stylistic development through a close study of individual paintings and to the critical issues raised by their work especially as these issues relate to the history of Modernist thought. Readings will include writings of the artists themselves, as well as relevant critical and philosophical texts. Offered jointly with MIT.

Open by permission of the instructor.

Not offered in 1983-84

Mrs. Stadler

Offered in 1984-85.

329 (2) Artistic Wealth and Cultural Plunder

What sorts of policies or legislation are needed to ensure that "cultural properties" remain, or are put into, the right hands? How can we assess the societal or communal values of these properties (public monuments, historic landmarks, artworks, etc.)? How should rights to their private ownership be justified? What are "cultural properties" anyway? The seminar will explore the philosophical literature on property rights and, with reference to traditional philosophy and to diverse contemporary sources, explore various disputed issues involved in the preservation of a culture's identity.

Prerequisite: one Grade II course in Philosophy, or by permission of the instructor.

Mrs. Stadler

336 (1) Contemporary Analytic Philosophy

A study of contemporary philosophy in the English-speaking world. Points of contact with the philosophical tradition and philosophy on the European continent will be emphasized. Among the topics: language and the world, philosophical method, moral psychology, the self, skepticism, relativism.

Prerequisite: 200.

Mr. Winkler

338 (1) Justice: The Proper Balance of Liberty and Equality

Intensive study of John Rawls' *A Theory of Justice* as one attempt to clarify our thinking concerning the apparently conflicting demands for greater equality and more extensive liberty put forward by various groups in a democratic society. Attention will be paid to some of the major areas of conflict, e.g., affirmative action, the ERA, the welfare state, as well as to some of the philosophical responses to and clarifications of *A Theory of Justice*.

Prerequisite: one course in moral or social philosophy or in political theory, or by permission of the instructor.

Mrs. Putnam

339 (2) Contemporary Ethical Theory

Questions to be studied include: Are moral values discovered or invented? If there are objective values how do we come to know them, and if there aren't, where does the sense of moral obligation come from? What is the nature of moral (practical) reasoning? What is the point of morality? Readings will be taken primarily from the works of 20th-century philosophers.

Prerequisite: one course in Philosophy or permission of the instructor.

Mrs. Putnam

345 (2) Philosophy and the Human Sciences

A critical study of some major philosophical issues associated with the advent of the human sciences. Issues to be addressed include: Are there any essential differences between the human and the natural sciences? What are the implications of the human sciences for our conceptions of human nature, values, and culture? Specific human scientific theories studied vary from year to year. Recent topics include: Kohlberg and Gilligan's moral psychology; Dennett's philosophical psychology; Artificial Intelligence, sociobiology.

Prerequisite: 200 or 215 and by permission of the instructor.

Mr. Garrett

350 (1) (2) Research or Individual**Study 1 or 2**

Open to juniors and seniors by permission

370 (1-2) Thesis 2 to 4

Open only to honors candidates. For alternate honors programs see Directions for Election.

Cross-Listed Courses**Education 102 (1)****1**

Education in Philosophical Perspective

For description and prerequisite see

Education 102.

English 341 (2)

Advanced Studies in the Romantic Period: The Concept of Freedom in Rousseau, Kant, and Wordsworth

For description and prerequisite see

English 341

History 222 (1)

Classical and Early Medieval Intellectual History.

For description and prerequisite see

History 222.

Extradepartmental 119 (2)*

History of Science: Scientific Ideas and World Views

For description and prerequisite see

Extradepartmental 119.

Extradepartmental 226 (1)

History of Science: Historical Foundations of Modern Science

For description and prerequisite see

Extradepartmental 226.

Directions for Election

Philosophy majors are expected to elect at least two courses from each of the following three areas:

A. (Historical): 101, 200, [201], 202, 205, 221, 222, 223, 302, 303, 311, 312, [320] B. (Value Theory): 106, 202, 203, 204, [206], 210, 211, 227, 249, [272], 326, 328, 329, 338, 339, [342] C. (Metaphysics and Theory of Knowledge): 202, 205, 215, 216, 217, 220, 234, [271], [304], 314, 327, [335], 336, [341], 345

Philosophy 200 is required of all philosophy majors; 216 is strongly recommended to students who plan to do graduate work in philosophy.

A knowledge of Greek, French, or German is desirable. Students planning graduate work in philosophy should acquire a reading knowledge of two of these languages.

The department offers the following options for earning honors in the major field: (1) writing a thesis or a set of related essays; (2) a two-semester project which replaces the thesis with some of the activities of a teaching assistant; (3) a program designed particularly for students who have a general competence and who wish to improve their grasp of their major field by independent study in various sectors of the field. A student electing option (2) will decide, in consultation with the department, in which course she will eventually assist and, in the term preceding her teaching, will meet with the instructor to discuss materials pertinent to the course. Option (3) involves selecting at least two related areas and one special topic for independent study. When the student is ready, she will take written examinations in her two areas and, at the end of the second term, an oral examination focusing on her special topic.

Physical Education and Athletics

Professor:

Vaughan (Chairman)

Associate Professor:

Batchelder

Assistant Professor:

Bauman, Cochran, Moulton, Temin P, Cooper, Ford, Paul

Instructor:

Antico P, Barber, Dale, Hansa P, Hershkowitz P, Katz P, Magraw, Medeiros P, Normandeau P, Stone P, Tierney P

121 (1-2) Physical Education Activities

The instructional program in physical education is divided into four seasons, two each semester. To complete the College work in physical education a student must earn 8 credit points. Students are strongly urged to earn the 8 credits by the end of the sophomore year. These credit points do not count as academic units toward the degree, but are required for graduation. Most activities give 2 credit points each season, but certain activities give 3 or more credit points. Each activity is divided into skill levels to provide instruction in homogeneous groups. Special fees are charged for a few courses and are listed in the course descriptions. More detailed information on specific course offerings, skill levels, prerequisites, and numbers of points may be found in the Department of Physical Education and Athletics Curriculum Handbook which is sent to entering students and is distributed to each student prior to registration. The total program of activities offered in 1983-84 in very general terms follows.

(1)

Scheduled throughout the first semester

Advanced Life Saving and Aquatic Safety
 Ballet
 Conditioning
 First Aid
 Jazz
 Modern Dance
 Scuba
 Self Defense
 Sports Medicine Seminar
 Swimming
 Yoga

Season 1. Scheduled in first half of first semester

Aerobic Running
 Archery
 Canoeing
 Crew
 Cycling
 Fitness Awareness
 Golf
 Horseback Riding
 Orienteering
 Sailing
 Soccer
 Softball
 Squash
 Swimming
 Tennis
 Volleyball
 Windsurfing

Season 2. Scheduled in second half of first semester

Badminton
 Boogie Into Shape
 CPR
 Fencing
 First Aid
 Fitness Awareness
 Horseback Riding
 Squash
 Swimming
 Table Tennis
 Volleyball

(2)

Scheduled throughout the second semester

Ballet
Composition and Improvisation
Conditioning
Jazz
Modern Dance
Scuba
Self Defense
Sports Medicine Seminar continued
Swimming
WSI
Yoga

Season 3. Scheduled in first half of second semester

Badminton
Boogie Into Shape
Cross-Country Skiing
CPR
Downhill Skiing
Fencing
First Aid
Fitness Awareness
Folk Dance
Horseback Riding
Squash
Swimming
Table Tennis
Volleyball

Season 4. Scheduled in second half of second semester

Aerobic Running
Archery
Basic Water Safety and CPR
Boogie Into Shape
Canoeing
CPR
Crew
Cycling
First Aid
Fitness Awareness
Golf
Horseback Riding
Orienteering
Sailing
Soccer
Softball
Squash
Swimming
Tennis
Volleyball
Windsurfing

Intercollegiate Program

There are opportunities for those who enjoy competition to participate in one of the intercollegiate teams presently sponsored by the Department of Physical Education and Athletics.

These teams include:

Basketball
Crew
Fencing
Field Hockey
Lacrosse
Soccer
Squash
Swimming and Diving
Tennis
Volleyball

Cross-Listed Courses

Theatre Studies 235 (1)

Looking at Ballet
For description and prerequisite see
Theatre Studies 235.

Theatre Studies 236 (2)

Looking at Modern Dance
For description and prerequisite see
Theatre Studies 236.
Not offered in 1983-84.

Directions for Election

Each student is expected to complete a minimum of two seasons a year until Physical Education 121 is completed. A student may elect a course which is scheduled throughout a semester, two courses concurrently, or may choose not to elect a course during some seasons.

Students should select courses which meet their present and projected interests in physical activities. It is hoped that students will gain knowledge of the relation of physical activity to the maintenance of general well-being, that they will achieve a level of ability, understanding, and participation in sports, dance, and/or exercise so that they may experience satisfaction and enjoyment; and that they will be able to swim with sufficient skill to participate safely in recreational swimming and boating.

Physical Education and Athletics

A student's choice of activity is subject to the approval of the department and the College Health Services. Upon recommendation of a College physician and permission of the department, a student who has a temporary or permanent medical restriction may enroll in a modified program.

Students may continue to enroll in physical education after Physical Education 121 is completed. Members of the faculty may elect activities with permission of the department.



Physics

Professor:

Fleming, Brown (Chairman)

Associate Professor:

Ducas

Assistant Professor:

Marshall, Snyder, Clair, Quivers P, Benson

Laboratory Instructor:

Aung, Bakhtiarinia

All courses meet for two periods of lecture weekly and all Grade I and Grade II courses have one three-hour laboratory unless otherwise noted.

100 (2) Musical Acoustics

Production, propagation and perception of sound waves in music; emphasis on understanding of musical instruments and the means of controlling their sound by the performer. No laboratory. Each student will write a term paper applying physical principles to a particular field of interest. Not to be counted toward the minimum major or to fulfill entrance requirement for medical school.

Open to all students except those who took 102.

Ms. Brown

101 (1)* Physics in Perspective

A qualitative overview of the evolution of physics from classical to modern concepts. An introduction to the methodology and language of physics. Laboratory in alternate weeks. Not to be counted toward minimum major, nor to fulfill entrance requirement for medical school.

Open to all students.

Ms. Benson

102 (2) Musical Acoustics with Laboratory

Same description as 100 except the course is offered with laboratory in alternate weeks and the students will write a shorter term paper. Not to be counted toward the minimum major or to fulfill entrance requirement for medical school. Open to all students.

Ms. Brown

103 (1) Contemporary Problems in Physics

Consideration of selected aspects of physics and physical concepts in their relationship to contemporary societal problems. Physics of whales and porpoises. Various aspects of these unusual mammals will be explored and viewed in the light of the physical principles they embody. Areas covered include: diving, acoustics, and movement through fluids. Each student will write a final paper on a particular topic. Laboratory in alternate weeks. Not to be counted toward the minimum major, or to fulfill entrance requirement for medical school.

Open to all students.

Not offered in 1983-84.

Mr. Ducas

104 (1) Basic Concepts in Physics I

Mechanics including: statics, dynamics, and conservation laws. Introduction to waves. Discussion meetings in alternate weeks. Open to all students who do not offer physics for admission and by permission of the instructor to juniors and seniors who offer physics for admission. May not be taken in addition to 105 or 110.

Prerequisite or corequisite: Mathematics 115.

Mr. Snyder, Mr. Clair

105 (1) (2) General Physics I

Principles and applications of mechanics. Includes: Newton's laws; conservation laws; rotational motion; oscillatory motion; thermodynamics and gravitation. Discussion meeting in alternate weeks. Open to students who offer physics for admission and are not eligible for 110. May not be taken in addition to 104 or 110.

Prerequisite or corequisite: Mathematics 115.

Mr. Ducas, Mr. Quivers

106 (2) Basic Concepts in Physics II

Wave phenomena, electricity and magnetism, light and optics.

Prerequisite: 104 or 105 and Mathematics 115.

Mr. Clair, Ms. Benson

108 (2) General Physics II

Wave phenomena, electricity and magnetism, light and optics.

Prerequisite: 105 (or 104 and permission of the instructor) and Mathematics 115; corequisite: Mathematics 116

Mr. Snyder

110 (1) Advanced General Physics

An intensive course which includes forces on particles in gravitational, electric, and magnetic fields; rotational motion; wave motion; simple circuits. A student who successfully completes 110 is eligible for Grade II work in physics. Discussion meetings in alternate weeks. May not be taken in addition to 104 or 105.

Open to students who offer physics for admission and have completed Mathematics 115.

Miss Fleming

201 (2) Electricity and Magnetism

Fundamental laws of electric and magnetic fields; electric circuits; electric and magnetic properties of matter. Laboratory includes practice in the use of the oscilloscope and other measuring instruments.

Prerequisite: 106, [107] or 110, and Mathematics 116.

Miss Fleming

202 (1) Optical Physics

Wave theory as applied to optical phenomena. Interference, diffraction, coherence, polarization, dispersion, resolution. Introduction to modern optics including lasers and holography.

Prerequisite: same as for 201.

Ms. Brown

204 (2) Modern Physics

Basic principles of relativity and quantum theory, and of atomic and nuclear structure.

Prerequisite: 106, [107] or 110, and Mathematics 115.

Mr. Ducas

219 (1) Modern Electronics

Course is intended to give students the skills required to build various electronic devices that might be needed in the course of laboratory research. Emphasis will be placed on practical design and construction rather than on theoretical analysis or device physics. First half of course will cover analog circuits constructed with operational amplifiers; second half will cover digital circuits using TTL logic. Two laboratories per week and no formal lecture appointments.

Prerequisites: Physics 201 or permission of the instructor.

Mr. Clair

222 (1) Medical Physics

Biological applications of physics. Such areas as mechanics, electricity and magnetism, and thermodynamics will be investigated. No laboratory.

Prerequisite: 106, [107] or 110, and Mathematics 115, or permission of the instructor.

Not offered in 1983-84.

Mr. Ducas

305 (2) Thermodynamics

The laws of thermodynamics; kinetic theory of gases; statistical mechanics.

Prerequisite: 106, [107] or 110, and one Grade II course; Extradepartmental 216 or Mathematics 205.

Mr. Quivers

306 (1) Mechanics

Analytic mechanics, oscillators, central forces, Lagrange's and Hamilton's equations, introduction to rigid body mechanics.

Prerequisite: 201 or 202; ED 216; or by permission of the instructor.

Mr. Clair

314 (2) Electromagnetic Theory

Maxwell's equations, boundary value problems, special relativity, electromagnetic waves, and radiation.

Prerequisite: 201 and 306, and Extradepartmental 216 or Mathematics 205.

Mr. Clair

321 (1) Quantum Mechanics

Interpretative postulates of quantum mechanics; solutions to the Schrödinger equation; operator theory; perturbation theory; scattering; matrices. Prerequisite: 204 or [200] and Mathematics 210, 306 or 314 are strongly recommended.

Mr. Snyder

349 (2)* Selected Topics

Advanced topics of mutual interest to faculty and students. Topic for 1982-83. Plasma Physics. Students will report on topics of special interest. Prerequisite: 201.

Not offered in 1983-84.

Ms. Marshall

350 (1) (2) Research or Individual**Study 1 or 2**

Open by permission to juniors and seniors.

370 (1-2) Thesis 2 to 4

Open only to honors candidates.

Cross-Listed Courses**Extradepartmental 216 (2)**

Mathematics for the Physical Sciences

For description and prerequisite see

Extradepartmental 216.

Directions for Election

A major in physics should ordinarily include 201, 202, 204 or [200], 306, 314, and 321. Extradepartmental 216 or Mathematics 209, is an additional requirement. One unit of another laboratory science is recommended.

A reading knowledge of two of the following languages is desirable for students planning to attend graduate school: French, German, Russian.

Exemption Examination

An examination for exemption from Physics 110 is offered to students who present one admission unit in physics. Students who pass this examination will be eligible for Grade II work in physics. No unit of credit will be given for passing this examination.



Political Science

Professor:

*Miller, Schechter, Stettner, Keohane,
Just (Chairman)*

Kathryn W. Davis Visiting Professor in Slavic
Studies:

Rakowski-Harmstone P

Associate Professor:

Paarlberg

Assistant Professor:

*Krieger, Joseph, Murphy, O'Neill, Lewis,
Stanislawski P*

Instructor:

Kvistad P, Smiley P

Lecturer:

Entmacher P, Leymaster P, Wasserspring P

For information on our new Experimental Exchange with Brandeis University's Legal Studies Program see p. 166.

101 (1) (2) Introduction to Politics

Study of political conflict and consensus, or "who gets what, when, and how." Topics include ways in which political systems deal with problems of leadership, economic development, social and racial inequality. Comparison of democratic and authoritarian systems, including the United States, Great Britain, Nazi Germany, and the People's Republic of China. Emphasis on the relationship between political thought, institutions, and policy problems. Readings from Rousseau, Madison, Mill, Hitler, Marx, Lenin, and Mao as well as contemporary political analysts. Strongly recommended for all further work in political science.

Open to all students.

The Staff

125S (1) Peasants, Politics, and Revolution, Writing Course

See Writing Program for complete description.

Comparative Politics

204 (1) Political Economy of Development and Underdevelopment

An analysis of the national and international contexts of political and economic problems of the Third World with special emphasis on the major explanations for underdevelopment and alternative strategies for development. Some attention will also be given to the experience of the Industrial Revolution in Western Europe and North America and the process of change in industrial societies. Topics discussed include colonialism and economic dependency, nationalism and nation-building, rural development,

technology transfer, population control, and the role of women in the developing countries.

Prerequisite: one unit in political science, economics, or European or Third World history; open to juniors and seniors without prerequisite.

Mr. Joseph

205 (1) Politics of Western Europe

A comparative study of democratic politics in Western Europe. The course will focus on political development in Great Britain, France, and Germany and will examine the role of political culture, parties, interest groups, and leaders in the political process. Contemporary problems in civil rights, economics, and European integration will be explored.

Prerequisite: one unit in political science or European history; open to juniors and seniors without prerequisite.

Mr. Krieger

206 (1) Politics of the Soviet Union and Eastern Europe

Study of the ideology and political organization of Soviet and Eastern European Communism since the 1917 Bolshevik Revolution. Topics include theory and practice of Marxism-Leninism and Stalinism, internal politics of the Communist Party, Soviet education and public opinion, and varieties of socialist democracy in contemporary Eastern Europe.

Prerequisite: one unit in political science or Russian language and/or history. Not open to students who have taken 301.

Ms. Rakowski-Harmstone

207 (2) Politics of Latin America

An analysis of political and economic problems of Latin America, including alternative explanations of development and underdevelopment in the region. The course will focus on major national problems such as urbanization, rural development and agrarian reform, economic dependency, industrialization and redistribution and explore the political consequences of public policies formulated to deal with these issues. Special consideration given to the political systems of Mexico, Brazil, Peru, Argentina, and Chile.

Prerequisite: one unit in political science; by permission to other qualified students.

Ms. Wasserspring

208 (2) Politics of East Asia

An introduction to the political systems of contemporary China and Japan. Topics include the origins and evolution of the Chinese revolution; the legacy of Chairman Mao Zedong, the structure and nature of political processes in the People's Republic of China, policy issues such as rural development, the status of women and ethnic minorities, and education in socialist China; party and bureaucratic politics in post-war Japan; and the reasons for the Japanese economic "miracle."

Prerequisite: one unit in political science, Asian history, or Chinese studies. Not open to students who have taken 300.

Mr. Joseph

209 (2)* African Politics

An examination of the politics of Africa, with special emphasis on relations among African countries and between Africa and the rest of the world. Attention will be paid to the problems of decolonization, national integration, and to the crisis in southern Africa.

Prerequisite: one unit in political science; by permission to other qualified students.

Not offered in 1983-84.

Mr. Murphy

Offered in 1984-85.

303 (2) The Political Economy of the Welfare State

A comparative study of the foundations of social and welfare policy in Western democracies. Focus will be on the changing character of the welfare state in Europe and America; its development in the interwar years, its startling expansion after World War II, and its uncertain future today as a result of fiscal crisis and diverse political oppositions. Themes to be discussed include, state strategies for steering the capitalist economy; problems of redistribution of wealth; social security, health, and unemployment protection; and equal employment and educational opportunity.

Prerequisite: one Grade II unit in American or comparative European politics or macroeconomics or European history; open to juniors and seniors without prerequisite by permission of the instructor.

Mr. Krieger

304 (2) Studies in Political Leadership

A comparative study of the resources and constraints modern political leaders experience. Conceptual approaches and case studies will be analyzed. Exploration of succession problems and political culture in a variety of democratic and authoritarian societies. Individual research and student reports.

Open to students who have taken one Grade II unit in international relations, American or comparative politics, or by permission of the instructor.

Not offered in 1983-84

Miss Miller

305 (2) Seminar. The Military in Politics

A comparative exploration of the role of the military in the political process. Why and how does the military become involved in politics? What are the consequences of its involvement for the society and for the military as an institution? Special attention to military and civilian elite interaction, causes of military coups, decision-making styles, and policy outcomes in military regimes. Case studies drawn from experiences in the U.S., Western Europe, and the Third World.

Open to juniors and seniors by permission of the instructor.

Ms. Wasserspring

306 (1) Seminar. Revolutions in the Modern World

Comparative analysis of the theory and practice of revolutions in the 20th century. The seminar will consider such questions as: Why and when do revolutions occur? Why do some succeed while others fail? Are there different types of revolutions? What are the important qualities of revolutionary leadership? How are people mobilized to join and support a revolutionary movement? Revolutionary writings by Lenin, Mao, Guevera, Debray, and Ho Chi Minh will be studied, along with contemporary social science analyses of the phenomenon of revolutions. Case studies will be drawn from revolutions in Russia, China, Cuba, Vietnam, Chile, and Iran.

Open to juniors and seniors by permission of the instructor.

Mr. Joseph

307 (2) Seminar. Comparative Social Movements: The Politics of Nuclear Disarmament

This course will focus on the politics of nuclear disarmament movements in Western Europe and the United States. Topics include: philosophical reflections on living in a nuclear world; the nuclear arms build-up since WWII; attempts to control proliferation of nuclear weaponry; arms treaties and arms limitation talks; the specific forms of the disarmament movement in the USA, West Germany, France and England, and why they differ; criticism of the disarmament movements from the right, center, and left, and the possible futures of the disarmament movement.

Open to juniors and seniors by permission of the instructor.

Mr. Kvistad

309 (2) Comparative Socialist Regimes

An examination of a variety of political, social, and economic issues in such socialist countries as China, the Soviet Union, Yugoslavia, Poland, Cuba, Vietnam, North Korea, and Tanzania. Topics to be considered include: political leadership and succession; participation, control and dissent; economic planning and reform; rural policy; the role of the military; socialization; and women in socialist societies.

Prerequisite: one Grade II unit in comparative politics or permission of the instructor.

Mr. Joseph

American Politics and Law

200 (1) (2) American Politics

The dynamics of the American political process: constitutional developments, growth and erosion of congressional power, the rise of the presidency and the executive branch, impact of the Supreme Court, evolution of federalism, the role of political parties, elections and interest groups. Emphasis on national political institutions and on both historic and contemporary political values. The course will include analysis of a variety of contemporary policy problems, including such issues as race and sex discrimination, individual liberties, poverty, urban conflict, environmental disruption, inflation, and unemployment. Recommended for further work in American law and politics.

Prerequisite: one unit in political science, economics, or American studies, or by permission of the instructor.

Mr. Schechter, Mr. Lewis, Mr. O'Neill

210 (1) Participation in American Politics

Study of political behavior in the United States. Emphasis on the role of pressure groups in public policy, public opinion, election campaigns, and voting. The decline of political parties and the rise of the mass media will be analyzed. The reasons for political alienation and the prospects for reform will be considered. Prerequisite: one unit in political science or by permission of the instructor.

Ms. Just

212 (1) Urban Politics

Interested students should consider MIT 17.281. Not offered in 1983-84

215 (1) (2) Law and the Administration of Justice

Fundamentals of the American legal process, including development of common law, courts and judges, civil and criminal proceedings, consumer rights and duties, criminal liability, interaction of law and politics, limits of the legal system; some comparison with other legal systems. Recommended for further work in legal studies.

Prerequisite: 200 or by permission of the instructor. Not open to students who have taken 330.

Mr. O'Neill

311 (1) The Supreme Court in American Politics

Analysis of major developments in constitutional interpretation, the conflict over judicial activism, and current problems facing the Supreme Court. Emphasis will be placed on judicial review, the powers of the President and of Congress, federal-state relations, and individual rights and liberties. Each student will take part in a moot court argument of a major constitutional issue. Prerequisite: one unit in American Politics, or 215 or by permission of the instructor. Not open to students who have taken 332.

Mr. Schechter

312 (2) The Criminal Justice System

An examination of how the criminal justice system works, considering the functions of police, prosecutor, defense counsel, and court in the processing of criminal cases; uses of discretionary power in regard to international and national rendition of fugitive offenders, arrest, bail, plea bargaining, and sentencing; changing perceptions of the rights of offenders and victims; current problems in criminal law. Legal research and moot court practice.

Prerequisite: 215 or 311 or by permission of the instructor.

Mr. Leymaster

313 (2) American Presidential Politics

Analysis of the central role of the president in American politics, and the development and operation of the institutions of the modern presidency, including the White House staff, the Office of Management and Budget, the Council of Economic Advisors, and the National Security Council. The course will focus on sources of presidential power and limitations on the chief executive, with particular emphasis on congressional relations and leadership of the federal bureaucracy. Case studies will be drawn from recent administrations.

Prerequisite: 200 or 210 or by permission of the instructor.

Mr. Paarlberg

314 (1) Congress and the Legislative Process

An examination of the structure, operation, and political dynamics of the U.S. Congress and other contemporary legislatures. Emphasis will be on Congress: its internal politics, relations with the other branches, and responsiveness to interest groups and the public. The course will analyze the sources and limits of congressional power, and will familiarize students with the intricacies of lawmaking.

Prerequisite: 200 or 210 or by permission of the instructor.

Mr. O'Neill

315 (1) Public Policy in a Bureaucratic Age

An introduction to the skills of policy analysis and an exploration of the expanding roles of state and federal bureaucracies in American politics. Emphasizes how policies are made or evaded, who implements policies, and what standards we possess to appraise whether policies succeed or fail. Case studies include welfare politics, legal services for the poor, environmental pollution controls, and other examples of intergovernmental relations.

Prerequisite: 200 or 210 or by permission of the instructor.

Mr. Lewis

316 (2) Mass Media and Public Opinion

Examination of the role of mass media and public opinion in American democracy. Study of American political culture, popular participation, and performance. Evaluation of the role of mass media in shaping public opinion, with special emphasis on the presidential election campaign. Discussion will focus on the organization of news-gathering, behavior and values of journalists, news production, problems of the First Amendment, reporting international affairs, and the impact of new technologies.

Prerequisite: 200 or 210 or by permission of the instructor.

Ms. Just

317 (2) Federal Policy-Making

Investigation of how politicians, bureaucrats and lobbyists bargain over policies at home and abroad. Focus on practical politics and general theories about the policy-making system. Case studies of successes and failures in both foreign and domestic policy. This course will emphasize student presentations and research papers on individual policies.

Prerequisite: 200 or by permission of the instructor.

Not offered in 1983-84.

Mr. Lewis

318 (1) Seminar. Welfare Policy in the United States

A seminar combining student internships with investigation of the law and politics of American welfare programs. Interns will work one day per week with Greater Boston Legal Services lawyers. Seminar meetings will explore the origin, development, implementation, and current status of programs such as legal services, food stamps, Aid to Families with Dependent Children, public and subsidized housing, Medicaid and Medicare, Social Security. Emphasis on the impact of political and legal controversies on policies, procedures, and welfare recipients.

Open to juniors and seniors by permission of the instructor.

Mr. Schechter

319 (2) Seminar. Secrecy and Openness in Government

Examination of the conflict between demands for secrecy and for openness in American government. When, if ever, is secrecy justified? What are the advantages of widespread public dissemination of information? Study of techniques of secrecy and communication and of such issues as executive privilege, national security, intelligence gathering. The Freedom of Information Act will provide a detailed case study of a congressional fight with the White House over open government.

Open to juniors and seniors by permission of the instructor.

Mr. Lewis

320 (2) Seminar. Law and Social Change

Analysis of the emerging constitutional and statutory rights of women and racial minorities. What rights have been sought? What rights have been achieved? To what extent have new legal rights been translated into actual social and governmental practices? Focus on the equal protection and due process clauses of the Fourteenth Amendment, statutes such as Title VII of the 1964 Civil Rights Act, and Supreme Court decisions during the past decade. The seminar will compare litigation with more traditional strategies for changing public policies toward employment discrimination, abortion, affirmative action, school segregation, housing and welfare. Prerequisite: one unit in American legal studies and by permission of the instructor.

Mr. Schechter

336 (1) Seminar. The Family and the State

Analysis of the development and evolution of public policies toward the family. Focus on the role of the political system and the courts in defining when a family exists, the purposes of the family, and the varying responsibilities within a family relationship. Questions to be considered include how should the state respond when the interests of the individual and his or her family conflict, or when the expectations of the family and the state conflict. Consideration of policies toward divorce; unconventional lifestyles; recognition of nontraditional families; spouse, child and dependent abuse; family planning; and public welfare decision-making.

Prerequisite: one unit in American Politics, 215 or 311, and by permission of the instructor.

Ms. Entmacher

International Relations**221 (1) (2) World Politics**

An introduction to the international system with emphasis on contemporary theory and practice. Analysis of the bases of power and influence, the policy perspectives of principal states, and the modes of accommodation and conflict resolution.

Prerequisite: one unit in history or political science.

Miss Miller, Mr. Murphy

222 (2) Comparative Foreign Policies

An examination of factors influencing the formulation and execution of national foreign policies in the contemporary international system. Comparisons and contrasts between "advanced" and "developing" countries will be stressed, especially the varying significance of domestic sources of foreign policy in Western and non-Western settings.

Prerequisite: one unit in international relations or comparative politics.

Mr. Paarlberg

321 (1) The United States in World Politics

An exploration of American foreign policy since 1945. Readings will include general critiques and case studies designed to illuminate both the processes of policy formulation and the substance of policies pursued. Consideration of future prospects.

Prerequisite: one unit in international relations or by permission of the instructor.

Miss Miller

322 (1) The Soviet Union in World Politics

An examination of Soviet foreign policy since 1917. Attention will be given to ideological, geopolitical, economic, and domestic sources of foreign policy behavior. Soviet policy toward the Western nations, developing nations, and other communist countries will be treated.

Prerequisite: one unit in international relations, 301, 206, or by permission of the instructor.

Ms. Rakowski-Harmstone

323 (1) The Politics of Economic Interdependence

A review of political strategies for coping with global economic interdependence. Emphasis on the promise and performance of national, regional, international, and transnational organizations, including multi-national corporations, in response to demands for a New International Economic Order. Global issues discussed will include food, oil, terms of trade, population, income inequality, and resource depletion.

Prerequisite: one unit in international relations or comparative politics.

Mr. Paarlberg

324 (2) International Security

War as the central dilemma of international politics. Shifting causes and escalating consequences of warfare since the industrial revolution. Emphasis on the risk and avoidance of armed conflict in the contemporary period, the spread of nuclear and conventional military capabilities, arms transfer, arms competition, and arms control.

Prerequisite: one unit in international relations or permission of the instructor.

Mr. Paarlberg

325 (2) Seminar. Negotiation and Bargaining

An examination of modern diplomacy in bilateral and multilateral settings from the perspectives of both theorists and practitioners. Consideration of the roles of personalities, national styles of statecraft and domestic constraints in historical and contemporary case studies from Versailles to the present.

Open to juniors and seniors by permission of the instructor.

Miss Miller

326 (2)* International Politics in the Middle East

Examination of conflict and cooperation in the Middle East stressing the Arab-Israeli dispute, intra-Arab politics, and the behavior of extra-regional states. Consideration of domestic problems and the roles of religion and ideology as hindrances or aids to conflict resolution.

Prerequisite: same as for 321.

Mr. Murphy

327 (1) International Organization

The changing role of international institutions since the League of Nations. Emphasis on the General Assembly and the Security Council of the UN, plus examination of specialized agencies, multilateral conferences and regional or functional economic and security organizations. The theory and practice of integration beyond the nation-state, as well as the creation and destruction of international regimes.

Prerequisite: one unit in international relations or comparative politics. Not open to students who have taken 223.

Mr. Murphy

328 (2) Seminar. Problems in East-West Relations

An exploration of contentious issues in relations between the superpowers and their allies. Stress on diverse approaches to such questions as defense, arms control, human rights, intervention in third-world conflicts, energy security, trade and technology transfer, scientific and cultural exchanges, the role of China in world affairs, and instability in Eastern Europe.

Prerequisite: one unit in international relations or by permission of the instructor.

Miss Miller

329 (2) International Law

The law applicable to the relations of states, international organizations, and individuals in the international community, considering lawmaking processes, settlement of public and private disputes, national claims to marine areas, control of international terrorism, nationality and alienage, regulation and protection of foreign trade and investments, revision of laws of war. Legal research and moot court practice.

Open to students who have taken 215 or one unit in international relations, or by permission of the instructor.

Mr. Stanislawski

331 (1) Seminar. The Politics of the World Food System

How politics shapes world food production, consumption, and trade. The seminar will include an examination of national food and food trade policies in rich and poor countries. Particular stress will be placed on the experience of India, the Soviet Union, and the United States. Also, an examination of the role of international agribusiness and private food trading companies, and of international organizations managing food trade and food assistance. Finally, an investigation of the use of food as a diplomatic weapon.

Prerequisite: one unit in international relations or comparative politics. Open to juniors and seniors by permission of the instructor.

Mr. Paarlberg

Political Theory and Methods

240 (1) Classical and Medieval Political Theory

Study of selected classical, medieval, and early modern writers such as Plato, Aristotle, Cicero, St. Augustine, St. Thomas Aquinas, Machiavelli, Luther, Calvin, and Hooker. Views on such questions as nature of political man; interpretations of the concepts of freedom, justice, and equality; legitimate powers of government; best political institutions. Some attention to historical context and to importance for modern political analysis.

Prerequisite: one unit in political science, philosophy, or European history.

Mr. Stettner

241 (2) Modern Political Theory

Study of political theory from the 17th to 19th centuries. Among the theorists studied are Hobbes, Locke, Hume, Rousseau, Burke, Mill, Hegel, Marx, and Nietzsche. Views on such questions as the nature of political man; interpretations of the concepts of freedom, justice, and equality; legitimate powers of government; best political institutions. Some attention to historical context and to importance for modern political analysis.

Prerequisite: one unit in political science, philosophy, or European history.

Mr. Stettner

242 (1) Contemporary Political Theory

Study of selected 20th-century political theories, including Marxism-Leninism, Social Democracy, Fascism, Neoconservatism. Attention will be paid to theories leading to contemporary approaches to political science, including elite theory, group theory, functionalism, and theories of bureaucracy.

Prerequisite: one unit in political theory; 241 is strongly recommended.

Mr. Krieger

249 (2) Political Science Laboratory

The role of empirical data and the use of the computer in the study of comparative politics, public opinion, and political behavior. Frequent exercises introduce students to topics in descriptive statistics, probability and sampling, questionnaire design, cross tabulation, tests of significance, regression, correlation and modeling. Emphasis is on concepts in data analysis. No previous knowledge of mathematics, statistics, or computing is required.

Prerequisite: one Grade II unit in political science or permission of the instructor.

Mr. Murphy

340 (1)* American Political Thought

Examination of American political writing, with emphasis given to the Constitutional period, Progressive Era, and to contemporary sources. Questions raised include: origins of American institutions, including rationale for federalism and separation of powers, role of President and Congress, judicial review, etc.; American interpretations of democracy, equality, freedom and justice, legitimate powers of central and local governments. Attention paid to historical context and to importance for modern political analysis. Prerequisite: one Grade II unit in political theory, American politics, or American history, or by permission of the instructor.

Not offered in 1983-84.

Mr. Stettner

Offered in 1984-85.

341 (1) Issues and Concepts in Political Theory

Study of such political concepts as freedom, justice, equality, democracy, power, revolution, civil disobedience, and political obligation. Discussion of related issues, including implications for political systems of adopting these concepts and problems which result when these values conflict with one another. Emphasis on contemporary political problems and sources. Prerequisite: two Grade II units in political science, philosophy, or intellectual history, or by permission of the instructor.

342 (2) Marxist Political Theory

Study of the fundamental concepts of Marxism as developed by Marx and Engels and explored by later classical Marxist theorists including Lenin, Stalin, Trotsky, Gramsci, Kautsky, and Luxemburg. Attention will also be paid to the contemporary theoretical controversy surrounding both East European communism and the "Eurocommunism" of France, Italy, and Spain. Concepts to be critically examined include: alienation, the materialist view of history, the bourgeois state, the transition to socialism, the dictatorship of the proletariat, and permanent revolution vs. statism.

Prerequisite: one Grade II unit in political theory or by permission of the instructor

Mr. Krieger

343 (2)* Seminar. Society and Self in French Thought

Exploration of the development of concepts of the individual self and integration of the individual in social and political life in early modern French thought. Among the topics studied will be theories of obligation to obey political authority, and philosophies justifying estrangement or detachment from society. Authors read will include: Montaigne, Descartes, Pascal, Montesquieu, and Rousseau.

Prerequisite: one Grade II unit in political theory, philosophy, or French history, and by permission of the instructor.

Not offered in 1983-84.

Ms. Keohane

Offered in 1984-85.

349 (2) Seminar. Feminist Political Theory

Examination of 18th- through 20th-century feminist theory within the conventions and discourse of traditional political theory. The first half of the seminar will focus on the liberal and the socialist traditions and the second half on contemporary feminist theory in the Marxist, psychoanalytic and "radical feminist" genres. Authors such as Wollstonecroft, Marx, de Beauvoir and Rowbotham will be studied.

Open to juniors and seniors by permission of the instructor.

Ms. Smiley

350 (1) (2) Research or Individual Study 1 or 2

Individual or group research of an exploratory or specialized nature. Students interested in independent research should request the assistance of a faculty sponsor and plan the project, readings, conferences, and method of examination with the faculty sponsor.

Open to juniors and seniors by permission.

370 (1-2) Thesis 2 to 4

Open only to honors candidates.

Cross-Listed Courses**Black Studies 215 (1)*** 2**

Race and Racism in American Politics
For description and prerequisite see
Black Studies 215

Black Studies 317 (1)* 2**

Political Sociology of Afro-Americans
For description and prerequisite see
Black Studies 317.

Education 307 (2)* 2**

Seminar. Law, Ethics, and Education
For description and prerequisite see
Education 307.

***Experimental Exchange
With The Legal Studies Program
At Brandeis University***

The Political Science Department and the Legal Studies Program at Brandeis have established an experimental exchange for three years starting in 1982-83 in order to enlarge the law-related curricular offerings of both institutions. For information about registration, course descriptions, and second semester offerings, contact the Political Science Department Office.

**Legal Studies 102a (1) Sec 3 Sex
Discrimination and the Law****Legal Studies 102a (1) Sec 1 Louis D.
Brandeis and the Public Interest*****Directions for Election***

The Political Science Department divides its courses and seminars into four sub-fields: Comparative Politics, American Politics and Law, International Relations, and Political Theory and Methods. Political Science 101, which provides an introduction to the discipline, is strongly recommended for freshmen or sophomores who are considering majoring in Political Science.

In order to ensure that Political Science majors familiarize themselves with the substantive concerns and methodologies employed throughout the discipline, all majors must take one Grade II or Grade III unit in each of the four sub-fields offered by the Department. In the process of meeting this major requirement, students are encouraged to take at least one course or seminar which focuses on a culture other than their own.

In addition to the distribution requirement, the Department believes all majors should do advanced work in at least two of the four sub-fields. To this end, the minimum major shall include Grade III work in two fields and at least one of these Grade III units must be a seminar. Admission to department seminars is by written application only. Seminar applications may be obtained in the department office. Majors are encouraged to take more than the minimum number of required Grade III courses. Furthermore, while units of credit taken at other institutions may be used to fulfill up to two of the four distribution units, the Grade III units required for a minimum major must be taken at Wellesley.

Although Wellesley College does not grant academic credit for participation in intern programs, students who take part in the Washington Summer Internship program or the Los Angeles Urban Internship Program may arrange with a faculty member to undertake a unit of 350, Research or Individual Study, related to the internship experience.

Political Science majors who are considering going to graduate school for a Ph.D. in Political Science should keep in mind that most graduate schools require a reading knowledge of two foreign languages and statistics or, as an alternative, one language plus quantitative methods.

Psychobiology

AN INTERDEPARTMENTAL MAJOR

Directors: Koff, Eichenbaum

The Departments of Psychology and Biological Sciences offer an interdepartmental major in psychobiology which provides opportunity for interdisciplinary study of the biological bases of behavior.

A major in psychobiology must include Psychology 101 and 205, Biology 110 and 111, and Psychobiology 213. In addition, majors must elect either Psychology 214R or Biology 315. Also, majors must elect at least one Grade II course from each department, and two relevant Grade III courses or their equivalents, subject to approval by the directors of the program. At the Grade III level, the student may elect two psychology courses, or two biological sciences courses, or one from each department. Students who complete Psychology 214R may include Biology 315 as one of the Grade III electives.

It is recommended that students plan a program in which the core sequence (first five courses) be completed as early in the program as possible, and no later than the end of the junior year.



Psychology

Professor:

Zimmerman A, Dickstein A, Furumoto, Schiavo, Miller

Associate Professor:

Clinchy A, Koff (Chair), Mansfield, Finison P, Harlan P, Baruch P

Assistant Professor:

Schwartz, Pillemer, Cheek, Brachfeld-Child, Akert, Cohen P, Hauser-Cram

Lecturer:

Rierdan P, Daniels P, Erkut P

Instructor:

Mack P

Research Assistant:

Eister

101 (1) (2) Introduction to Psychology

Study of selected research problems from areas such as personality, personality development, learning, cognition, and social psychology to demonstrate ways in which psychologists study behavior.

Open to all students.

The Staff

125B (1) The Human Life Cycle in Case History, Life History and Biography, Writing Course

See Writing Program for complete description.

125M (2) Environmental Psychology, Writing Course

See Writing Program for complete description.

205 (1) (2) Statistics

The application of statistical techniques to the analysis of psychological data. Major emphasis on the understanding of statistics found in published research and as preparation for the student's own research in more advanced courses. Three periods of combined lecture-laboratory. Additional optional periods may be arranged for review and discussion.

Prerequisite: 101.

Mr. Finison, Ms. Hauser-Cram

207 (1) (2) Child Development

Behavior and psychological development in infancy and childhood. Theory and research pertaining to personality, social, and cognitive development are examined. Lecture, discussion, demonstration, and observation of children. Observations at the Child Study Center required. Prerequisite: 101.

Mr. Pillemer, Ms. Brachfeld-Child

207R (1) (2) Research Methods in Developmental Psychology

An introduction to research methods appropriate to the study of human development. Individual and group projects. Laboratory. Each section typically limited to twelve students. Observations at the Child Study Center required.

Prerequisite: 205 and 207.

Ms. Brachfeld-Child, Mr. Pillemer

208 (1) Adolescence

Consideration of physical, cognitive, social and personality development during adolescence. Prerequisite: 101.

Ms. Erkut

210 (1) (2) Social Psychology

The individual's behavior as it is influenced by other people and the social situation. Study of social influence, interpersonal perception, social evaluation, and various forms of social interaction. Lecture, discussion, and demonstration. Prerequisite: 101.

Ms. Akert

210R (2) Research Methods in Social Psychology

An introduction to research methods appropriate to the study of social psychology. Individual and group projects on selected topics. Laboratory. Each section typically limited to twelve students. Prerequisite: 205 and 210 or 211.

Mr. Schiavo

211 (1) Group Psychology

Study of everyday interaction of individuals in groups. Introduction to theory and research on the psychological processes related to group structure and formation, leadership, communication patterns, etc.

Prerequisite: 101.

Mr. Schiavo

212 (1) (2) Personality

A broad conceptual and empirical overview of the nature of human action and personality. Issues such as dreams, the unconscious, motivation, self-concept, psychological health, and pathology will be explored. Selected personality theorists such as Freud, Jung, and Sullivan will be studied. The course will focus on research and clinical assessment.

Prerequisite: 101.

Mr. Schwartz, Mr. Cheek

212R (1) (2) Research Methods in Personality

An introduction to research methods appropriate to the study of personality. Individual and group projects. Laboratory. Each section typically limited to twelve students.

Prerequisite: 205 and 212.

Mr. Cheek, Ms. Rierdan

213 (1) Introduction to Psychobiology

An introduction to the study of the relationship between the nervous system and behavior with particular emphasis on the structure and function of the nervous system. Topics include basic neuroanatomy and neurophysiology, and brain mechanisms involved in such aspects of behavior as emotion, language, motivation, memory, sensation, and cognition. Emphasis on comparison of experiments with animal and human subjects in an effort to shed light on human cognitive functions. Laboratory. Replaces [245]. Additionally listed in Biological Sciences. Prerequisite 101 and Biology 111 or 109, or by permission of the instructor.

Ms. Koff, Mr. Eichenbaum

214R (2) Research Methods in Psychobiology

Introduction to research methods employed in psychobiology. Consideration of human and animal experimental methodology. Group and individual projects, with opportunity for students to design and execute an independent research project.

Prerequisite: 205, and one of the following: 213, 215, 216, 217, 218, 219.

Ms. Furumoto

215 (1) Comparative Psychology

Study of the behavior of a variety of animal species to provide insight into basic psychological processes and behavior patterns such as learning, cognition, communication, consciousness, courtship, mating behavior, and parenting. Course will include laboratory and field observations.

Prerequisite: 101.

Not offered in 1983-84

Ms. Furumoto

216 (2) Psycholinguistics

Consideration of psychological theories of language, including such topics as origins and evolution of language, animal communication, language acquisition, biological basis of language, and the relation between language and thought.

Prerequisite: 101.

Ms. Mack

217 (1) Cognitive Processes

Examination of basic issues and research in human information processing, including topics from attention and pattern recognition; memory and conceptual processes; judgment, reasoning, and problem-solving.

Prerequisite: 101.

Not offered in 1983-84

Ms. Mansfield

218 (1) Sensation and Perception

Survey of theoretical and experimental approaches to selected topics in sensation and perception. Topics will include: sensory receptor processes; auditory and visual perceptual phenomena; perceptual learning and adaptation in children and adults; influence of social and personal variables upon perception; perceptual anomalies such as visual illusions, feelings of déjà vu, and hallucinations. Course will include laboratory demonstrations.

Prerequisite: 101.

Ms. Mansfield

219 (2) Learning

Conditioning, verbal learning, and memory will be discussed. There will be an emphasis on in-class exercises demonstrating principles of learning and a consideration of their relevance to everyday learning situations.

Prerequisite: 101.

Ms. Furumoto

220R (2) Research Methods in Experimental Psychology

An introduction to research methods employed in experimental psychology, including the fields of learning, information processing, animal behavior, and cognition. Group and individual projects. Opportunity for student selection of an appropriate independent project. Laboratory. Prerequisite: 101 and 205 (205 may be taken concurrently); and 213 or 215 or 216 or 217 or 218 or 219.

Not offered in 1983-84.

249 (2) Seminar. The Psychology of Education

The psychology of college education. Exploration of different types of liberal arts colleges from the psychological point of view. Topics will include changes in student attitudes, values, and behavior during the college years; salient features of the college environment as perceived by students and faculty (e.g., competition, achievement); student decision-making (e.g., the major, the career); relationships among students and between students and faculty; the social psychology of the classroom and the residence hall; innovative and traditional teaching techniques; methods of evaluating student learning; single-sex vs. coeducational colleges; the ideal college education for women. Freshmen and sophomores are encouraged to apply.

Open by permission of the instructor to students who have taken 101.

Not offered in 1983-84.

Miss Zimmerman

301 (2) Psychology and Social Policy

An examination of the relevance of psychological theories and research in forming social policy. Consideration of the applicability of research to policy issues such as the content of federal regulations and the construction of social programs, such as Head Start and federal regulations relating to day care, and the effects of television violence on aggression.

Open by permission of the instructor to juniors and seniors who have taken two Grade II units, excluding 205, and to other qualified students.

Ms. Hauser-Cram

303 (1) The Psychological Implications of Being Female

Consideration of some of the changing patterns in the behavior of women, including literature in the area of sex differences. Some of the following topics will be examined: theoretical formulations of the psychology of women; female sexuality; men's liberation; results of research on sex differences in humans and animals; social determinants of sex-stereotyped behavior.

Open to juniors and seniors who have taken two Grade II units, excluding 205, and by permission of the instructor to other qualified students.

Ms. Baruch

306 (1) Sleep and Dreams

An examination of clinical material and key writings in the current understanding of the psychology and biology of sleep. The course will focus on both experimental and clinical literature concerning the possible functions of sleep. The theories and methodologies of dream interpretation will be critically considered and applied to clinical and class-generated dream texts.

Prerequisite: same as 301.

Mr. Schwartz

309 (2) Abnormal Psychology

Consideration of major theories of neurosis and psychosis. Illustrative case materials. Selected issues in prevention and treatment of emotional problems.

Open to juniors and seniors who have taken two Grade II units, including 212 and excluding 205.

Mr. Schwartz

310 (1) Seminar. Schizophrenia

The nature, causes, and treatment of schizophrenia. Schizophrenia will be distinguished from other psychological disorders with which it is frequently confused (such as multiple personality); its causes in terms of genetic, biochemical, family, and social influences will be reviewed; effective treatment of people diagnosed schizophrenic will be considered. Theoretical and research articles will be supplemented by taped interviews and films. The goals of the seminar are to increase the student's appreciation of this particular psychological disorder and, in so doing, to broaden her understanding of the variety of functional and dysfunctional ways people attempt to resolve universal human dilemmas.

Open by permission of the instructor to juniors and seniors who have taken two Grade II units, including 212, and excluding 205.

Not offered in 1983-84.

Ms. Rierdan

311 (1) Seminar. Social Psychology

Application of social psychological variables and small group theories to the study of the internal processes of family interaction. Readings emphasize primarily scientific studies. The focus of the seminar is on functioning of normal families in terms of processes relevant to family cohesion. Topics include marital satisfaction, power, decision-making, conflict, family recreation, and privacy. Processes relevant to the family as a unit, as well as to the marital dyad, are stressed. Consideration is also given to the research methods used to study family interaction. Students (in small groups) are expected to use interview or questionnaire techniques to pursue relevant topics.

Open by permission of the instructor to juniors and seniors who have taken two Grade II units, including either 210 or 211 and excluding 205.

Mr. Schiavo

312 (1) Seminar. Psychology of Death

An examination of the psychological meaning of death to the individual. Topics to be covered will include acquisition of the concept of death, antecedents and correlates of individual differences in concern about death, psychological processes in dying persons and their relatives, and the psychology of grief and mourning.

Open by permission of the instructor to juniors and seniors who have taken two Grade II units, excluding 205.

Not offered in 1983-84.

Mr. Dickstein

317 (2) Seminar. Psychological Development in Adults

Exploration of age-related crises and dilemmas in the context of contemporary psychological theory and research. Primary focus will be on early adulthood, but selected topics in mid-life and aging will also be examined. Among the topics to be covered will be intellectual development in adulthood; changing conceptions of truth and moral value; commitments to intimacy and work; marriage and divorce; parenthood; conflicts between family and career; the role of play in adult life; sex differences in development. Prerequisite: same as 301.

Ms. Mansfield

318 (1) (2) Seminar. Brain and Behavior

Selected topics in brain-behavior relationships. Emphasis will be on the neural basis of the higher-order behaviors.

Semester 1. The seminar will survey topics on language, perception, attention, motor performance, and hemispheric specialization. Material will include discussion of relevant neuropsychological disorders, such as the aphasias, agnosias, and apraxias.

Semester 2. The seminar will focus on learning and memory. Material will cover issues concerned with the localization of memory in the brain, the neural mechanisms that support learning and memory, and the interaction of memory systems with other brain systems.

Open by permission of the instructor to juniors and seniors who have taken two Grade II units, including one of the following: 213, 215, 216, 217, 218, 219 and one other Grade II course, excluding 205.

Mr. Cohen

325 (1) Seminar. History of Psychology

Topic for 1983-84: Women in the Early Period of American Psychology. Investigation of the emergence of psychology as a discipline in the United States (1890-1930) and of the lives, educational experiences, and professional contributions of the women who were entering the field in that period.

Open by permission of the instructor to juniors and seniors who have taken 101.

Ms. Furumoto

327 (2) Selected Topics in Personality

Topic for 1982-83: The Psychology of Vocational Choice and Personnel Selection. The first half of the course concerns the psychological processes involved in the development of vocational interests and the choice of a career. Diagnostic tests used in career counseling will be examined. In the second half, attention will be focused on the use of personality tests and other measures by personnel psychologists to make hiring and promotion decisions in business and industry. Recent controversies concerning sex and race discrimination and the validity of psychological tests for employee selection will be discussed. Prerequisite: same as 303.

Not offered in 1983-84.

Mr. Cheek

328 (1) Seminar

Topic for 1983-84: Freud and psychoanalysis. Study of works of Sigmund Freud selected to show the development of Freud's concepts and concerns. Special consideration of Freud's place in modern psychoanalytic thinking and in other Western intellectual traditions.

Prerequisite: same as 303.

Mr. Schwartz

330 (2) Seminar. Environmental Psychology

This seminar will examine the influence that setting has on behavior. Important concepts in environmental psychology such as crowding, privacy, territoriality, and personal space will be examined in detail. Sections of the course will focus on specific settings (e.g., hospitals, offices, classrooms), and attention will be paid to investigating the urban environment. The application of psychological variables in architectural planning and design will also be considered.

Prerequisite: same as 303.

Not offered in 1983-84.

331 (1) Seminar. Advanced Topics in Psychology

The Psychology of the Self. An examination of psychological approaches to understanding the nature of the self from William James (1890) to contemporary theories. Topics will include self-awareness, self-esteem, self-consistency, self-presentation, and self-actualization. The processes of self-concept formation during childhood will also be considered.

Prerequisite: same as 303.

Mr. Cheek

335 (2) Seminar. Experimental Psychology

Memory in Natural Contexts. The experimental study of memory traditionally has taken place in the laboratory, where subjects recall strings of digits, nonsense syllables, or other carefully controlled stimuli. Recent studies of memory for naturally occurring events have led to a new focus on how we use memory in our everyday lives. The seminar will explore this rapidly expanding research literature. Topics include memory for emotionally salient experiences, eyewitness testimony, autobiographical memory, *deja vu*, childhood amnesia, cross-cultural studies of memory, memory in early childhood and old age, and exceptional memory abilities. Students will have the opportunity to conduct original research.

Prerequisite: same as 312.

Mr. Pillemer

340 (1) Applied Psychology

Topic for 1983-84: Organizational Psychology. To be effective in any organization it is crucial to have a working knowledge of how organizations and people within them function. This course will examine applications of psychological and managerial principles to problems encountered in work settings. Topics will include the impact of organizational systems on behavior, the use of power and influence, strategies for increasing productivity, motivation and morale, training and development techniques, and the implementation of organizational change. Special attention will be paid to the role of women as managers and leaders.

Prerequisite: same as 303.

Ms. Harlan

345 (2) Seminar

Early social development. Examination of major psychological theories and research concerning social development from infancy through the preschool years. Consideration of development in the contexts of the family and peer groups. Topics will include the child's interactions with mother, father and siblings; dual-career and single-parent families; development of sex roles; preschool and day care; peer play and friendship. Includes observations and research projects at the Wellesley College Child Study Center. Open by permission of the instructor to juniors and seniors who have taken two Grade II courses, including 207, and excluding 205.

Ms. Brachfeld-Child

349 (2) Seminar. Selected Topics in Psychology

Topic for 1983-84: Nonverbal Communication. This course will examine the use of nonverbal communication in social interaction. Emphasis will be on the systematic observation of nonverbal behavior, especially facial expression, tone of voice, personal space, gestures, and body movement. Readings will include both scientific studies and descriptive accounts. Among the issues to be considered: the communication of emotion; cultural and gender differences; nonverbal communication in specific settings (e.g., counseling, educational situations; and interpersonal relationships).

Prerequisite: same as 312.

Ms. Akert

350 (1) (2) Research or Individual Study 1 or 2

Open by permission to juniors and seniors.

370 (1-2) Thesis 2 to 4

Open only to honors candidates. Prerequisite: 207R, or 210R, or 212R, or 214R [220R].

Directions for Election

Beginning with the Class of 1984. Majors in psychology must take at least nine courses, including 101, 205, one research course, and three additional Grade II courses. The Department offers four research courses: 207R, 210R, 212R, 214R, [220R]. The Department strongly recommends that the research course be completed no later than the end of the junior year.

Students interested in an interdepartmental major in psychobiology are referred to the section of the Catalog where the program is described. They should consult with the directors of the psychobiology program.



Religion

Professor:

Johnson, Hobbs (Chairman)

Associate Professor:

Kodera, Marini P

Assistant Professor:

Elkins P, Reynolds A, Grumet, Ratner

104 (1) (2) Introduction to the Hebrew Bible/ Old Testament

A critical study of the Old Testament/Hebrew Bible (TaNaK) from a variety of perspectives – as a cultural expression of the ancient Near East, as a source for the history of Israel, and as the record of the evolving religious tradition of the Israelites. Attention to this tradition as the matrix of Christianity and Judaism. Emphasis upon the world views and literary craft of the authors. Open to all students.

Mr. Ratner

105 (1) (2) Introduction to the New Testament

An exploration of the writings of the New Testament as diverse expressions of early Christianity. Close reading of the texts, with particular emphasis upon the Gospels and the letters of Paul. Treatment of the literary, theological, and historical dimensions of the Christian scriptures, as well as of methods of interpretation, both ancient and modern.

Open to all students.

Mr. Hobbs

107 (1) (2) Crises of Belief in Modern Religion

Religious and antireligious thinkers from the Enlightenment to the present. An examination of the impact of the natural sciences, social theory, psychology, and historical method on traditional religion. Readings in Hume, Darwin, Teilhard de Chardin, Marx, Reinhold Niebuhr, Freud, Tillich, and others.

Open to all students.

Mr. Johnson

108 (1) (2) Introduction to Asian Religions

An introduction to the major religions of India, Tibet, China, and Japan with particular attention to universal questions such as how to overcome the human predicament, how to perceive the ultimate reality, and what is the meaning of death and the end of the world. Materials taken from Islam, Hinduism, Buddhism, Confucianism, Taoism, and Shinto. Comparisons made, when appropriate, with Hebrew and Christian Scriptures. Course is also taught at MIT second semester.

Open to all students.

Mr. Kodera

109 (1-2)* Elementary Hebrew 2

A systematic introduction to the grammar of the Hebrew language, with a concentration on Biblical Hebrew. Reading of portions of the Bible in Hebrew. Preparation for 209, which emphasizes modern Hebrew, as well as for exegetical studies in Hebrew Bible. Three periods.

Open to all students.

Mr. Ratner

110 (1) The Religious Dimension

What is the religious dimension of human life? An introductory comparative exploration of basic themes and patterns of religious experience and expression. Topics include: sacred space and sacred time, the holy in art, myths of creation, rite and sacrament, religious community, evil and suffering, means to spiritual fulfillment. Readings from various religious traditions.

Open to all students.

Not offered in 1983-84.

125J (2) The American Dream Reconsidered, Writing Course

See Writing Program for complete description.

200 (1)* The Gospels

A historical study of each of the four canonical Gospels, and one of the noncanonical Gospels, as distinctive expressions in narrative form of the proclamation concerning Jesus of Nazareth. Open to all students.

Mr. Hobbs

201 (1)* Jesus of Nazareth

A historical study of the life and teaching of Jesus of Nazareth. Includes use of source, form, and redaction criticism, as methods of historical reconstruction.

Open to all students.

Not offered in 1983-84.

Mr. Hobbs

202 (1)* Biblical Archaeology

An archaeological approach to the reconstruction of daily life and historical events in the eras of the Hebrew Bible and New Testament, with emphasis upon the period from 1000 B.C. to A.D. 300. Among topics covered are the cities of Jerusalem, Samaria, and Ephesus; the Dead Sea Community, an early Gnostic community in Egypt, and the interrelationship of text and material remains; synagogues and the earliest evidence for church structures.

Open to all students.

Not offered in 1983-84.

**203 (2)* The Ancient Near East:
An Introduction**

A discussion of the earliest civilizations which are basic to Western thought, focusing on the cultural history and especially the literature of Egypt, Mesopotamia, Syria, and Canaan. Readings include *Enuma Elish*, *Gilgamesh*, the *Code of Hammurabi*, the *Baal cycle*, the *Keret* and *Aghat* epics, and various hymns, omens, letters, treaties, chronicles, and royal inscriptions. Closes with a discussion of the relationship of Israel to its environment.

Open to all students.

Not offered in 1983-84.

204 (2)* Paul: The Controversies of an Apostle

A study of the emergence of the Christian movement with special emphasis upon those experiences and convictions which determined its distinctive character. Intensive analysis of Paul's thought and the significance of his work in making the transition of Christianity from a Jewish to a Gentile environment.

Open to all students.

Mr. Hobbs

205 (1) Prophecy in Israel

An examination of each prophetic book in the Hebrew Bible/Old Testament, with attention to historical context, literary form, and theology. Among the topics discussed: the affinities of Israelite prophecy with ecstatic experience and divination elsewhere in the ancient Near East, the tension between visionary experience and political reality; the ethics of the prophets and its relationship to Israelite law; conflict between prophets; the role of prayer and intercession; and the application of old oracles to new situations. Prerequisite: one of the following: 104, 105, 203, and 206.

Not offered in 1983-84.

206 (2)* Biblical Historical Texts: Events and Ideology

An examination of Judges, Kings, and Chronicles. What do the "historical texts" in contrast to archeological evidence tell us about the history of Israel? To what extent did the ideology of the writers shape their historical thinking, and what effects would these accounts have on the community of believers?

Prerequisite: one course in Hebrew Bible/Old Testament, or by permission of the instructor. Not offered in 1983-84.

207 (2) New Testament Greek

Special features of Koine Greek. Reading and discussion of selected New Testament texts. Prerequisite: Greek 102.

Mr. Hobbs

208 (1) Ethics

An inquiry into the nature of values and the methods of moral decision-making. Examination of selected ethical issues including sexism, terrorism, professional morality, nuclear technology, and personal freedom. Introduction to case study and ethical theory as tools for determining moral choices.

Open to all students.

Mr. Marini

209 (1-2)* Intermediate Hebrew 2

A rigorous review of Hebrew grammar with readings in biblical and rabbinic texts and modern religious literature. Practice in the development of oral competence. Three periods. Prerequisite: 109 or permission of the instructor.

Ms. Grumet

Religion**210 (1) Psychology of Religion**

An examination of psychological studies of religion including a variety of theoretical perspectives and exercises in contemporary research methods. Readings in authors such as William James, Sigmund Freud, C. G. Jung, Erik Erikson, and Gordon Allport.

Open to all students.

Mr. Johnson

211 (1)* Religion and the Human Life Cycle

A cross-cultural study of the role of religion in the major stages of the life cycle: birth, puberty, marriage, death. Attention given to the rituals that mark these critical episodes and the religious questions they raise. Readings from autobiography, literature, anthropology, psychology, and ritual texts of the major traditions. Opportunity to do field work.

Open to all students.

Not offered in 1983-84.

Mrs. Reynolds

212 (1)* "Wisdom" and "Folly" in Ancient Israel

A close reading of the books of Proverbs, Job, Qohelet (Ecclesiastes), Esther, the Song of Songs, Ben Sira (Ecclesiasticus), the Wisdom of Solomon, and closely related texts from the Hebrew Bible/Old Testament, the Apocrypha, and elsewhere in the Ancient Near East. Among the issues to be discussed: the relationships between divine and human wisdom, commandments and values, knowledge and morality; the Hebraic ideals of education; story-telling as a form of teaching, the challenge posed to the justice of God by the suffering of the innocent; the theme of the wise woman and the gullible man; and the interpretation of these books in the Jewish and Christian traditions.

Open to all students.

Not offered in 1983-84.

213 (2) Rabbis, Romans and Archaeology

The development of Judaism from the reign of Alexander the Great to the 7th century C.E. An examination of the constituents of Jewish culture in relation to the major political, social, religious and economic trends of the Hellenistic World and late antiquity. Special attention to the impact of the Christianization of the Roman Empire on

Judaism. Attention also to problems of historical reconstruction as reflected in archaeological evidence including papyri, coins, synagogue and funerary art, as well as the writings of the rabbis, church fathers and Roman historians.

Open to all students.

Not offered in 1983-84.

216 (1)* History of Christian Thought:**100-1400**

Good and evil, free will and determinism, orthodoxy and heresy, scripture and tradition, faith and reason, love of God and love of neighbor; issues in Christian thought as addressed by Augustine, Thomas Aquinas, Francis of Assisi, and other shapers of Christianity from its origins through the medieval period. Attention also to popular religious practices; pilgrimages, the cult of saints, asceticism, and mysticism. Offered in alternation with 222.

Open to all students.

Not offered in 1983-84.

Ms. Elkins

217 (2)* History of Christian Thought:**1400-1800**

Free will, revelation, tradition, reason, authority, and the good life as debated by such figures as Luther, Erasmus, Calvin, Ignatius Loyola, Teresa, Radical Reformers, Descartes, Milton, Locke and Rousseau. Attention also to mysticism, witchcraft, and the impact of science and the new World on theology. Offered in alternation with 242.

Open to all students.

Not offered in 1983-84.

Ms. Elkins

218 (1)* Religion in America

A study of major ideas, institutions, and events in American religions from the colonial period to the present. Introduction to the principal ways Americans have interpreted religious reality and the historical impact of these ideas on society and culture. Readings in central thinkers including the Puritans, Jonathan Edwards, Ralph Waldo Emerson, and Mary Baker Eddy as well as primary sources from Native American, Black, Catholic, Jewish, and Pentecostal traditions.

Open to all students.

Not offered in 1983-84.

Mr. Marini

219 (2)* Religion and Politics in America

A study of religious beliefs, institutions, and symbols in the political culture of the United States. Case studies and theoretical readings in selected topics, including religion and the Constitution, the ideological functions of religion, politics and symbolic drama, religious identity and the electoral process, religious radicalism and political dissent, and civil religion.

Open to all students.

Mr. Marini

220 (2)* Religious Themes in American Fiction

Human nature and destiny, good and evil, love and hate, loyalty and betrayal, salvation and damnation, God and fate as depicted in the novels of Hawthorne, Melville, James, Twain, Hemingway, Faulkner, and others. Reading and discussion of these texts as expressions of religious thought and culture in 19th- and 20th-century America. Offered in alternate years only.

Open to all students.

Not offered in 1983-84.

Mr. Marini

221 (2)* Catholic Studies

Contemporary issues in the Roman Catholic Church, with particular attention to the American situation. Topics include sexual morality, social ethics, spirituality, and modern theology. Readings represent a spectrum of positions and include works by Thomas Merton, Dorothy Day, Flannery O'Connor, Karl Rahner, Hans Küng, and Pope John Paul II.

Open to all students.

Not offered in 1983-84.

Ms. Elkins

222 (2)* Christian Spirituality

The experience and knowledge of God explored through Christian writers of all periods including Paul, Augustine, Thomas à Kempis, Teresa, Bunyan, Pascal, Hammarskjöld, Kazantzakis, Merton, and Nouwen.

Open to all students.

Ms. Elkins

223 (1)* Modern Christian Theology

An examination of those theological positions dominant in the formation of modern theology. Thematic focus: how shall we understand God? The decline of traditional metaphysics and the rise of alternatives such as, morality, the meaning of world history, existential decisions, primary

intuitions, or psychological projections. Readings include Kant, Hegel and Kierkegaard, Schleiermacher and Nietzsche, Coleridge and Newman. Offered in alternation with 224.

Open to all students.

Not offered in 1983-84

Mr. Johnson

224 (2)* Contemporary Christian Theology

The encounter of Christian theology with philosophy (existentialism and Marxism) and with other religions (Judaism and Eastern religions). Readings of 20th-century Protestant and Catholic theologians. Offered in alternation with 223.

Open to all students.

Mr. Johnson

240 (1) Jewish History and Thought

An historical survey – from the biblical period to the present – of the varieties of Judaism and the Jewish communities which have developed and practiced them. Emphasis will be placed on the tension between the continuing core of Jewish tradition and its adaptations to surrounding culture and circumstance. An introduction to major works in rabbinic, medieval, and modern Jewish thought, and to the watershed events in the history of the people.

Open to all students.

Ms. Grumet

242 (1)* Christianity in the Arts

The Christian tradition as expressed through the arts. Painting, architecture, and liturgy viewed in their theological and historical contexts. Examples include the Catacombs, Byzantine Ravenna, Medieval monasteries and cathedrals, Renaissance Rome and Florence, and Protestant New England.

Open to all students.

Ms. Elkins

244 (2) American Judaism

An intellectual and institutional history of the Reform, Conservative, and Reconstructionist movements, and of the major Orthodox and secular Jewish communities in America. Attention to their origins in the Jewish life and thought of Europe.

Open to all students.

Ms. Grumet

246 (1) Jewish Literature and Folklore

A study of modern poetry, fiction, and drama by Jewish writers and storytellers in Hebrew, Yiddish, and the languages of Western Europe (read in translation) expressing the complexities of the Jewish religious tradition and folk culture.

Ms. Grumet

250 (2)* Primitive Religions

An exploration of religious patterns of nonliterate and archaic peoples. Topics include: magic, witchcraft, myth and ritual, the shaman, totemism, taboo, vision quest, peyote cult, revitalization movements. Consideration given to theories of the origins and evolution of religion, and to the concept of "the primitive." Special attention to the religious life of selected Native American societies.

Open to all students.

251 (1)* Religion in India

An exploration of Indian religious expression and experience from 2500 B.C. to the present. Concentration on Hinduism, but with consideration of Islam, Buddhism, Christianity, and Judaism as well. Attention to myth, ritual, sacred time and space, cosmology, religious community, and patterns of interaction among traditions. Sources include sacred texts, ethnographies, literature, arts, and symbol systems.

Open to all students.

Not offered in 1983-84.

Mrs. Reynolds

252 (1)* The Islamic Tradition

An exploration of the fundamental patterns of Islamic religious life from its 7th-century origins to the present. Topics include: life of the Prophet, articles of belief and practice, pilgrimage, mosque, women in Islam, Sufi mysticism, Islamic revolution, unity and diversity in the Islamic world.

Open to all students.

Not offered in 1983-84.

Mrs. Reynolds

253 (1)* Buddhist Thought and Practice

A study of Buddhist views of the human predicament and its solution, using different doctrines and forms of practice from India, Thailand, Tibet, China, and Japan. Topics including Buddha's sermons, Buddhist psychology and cosmology, meditation, bodhisattva career, Tibetan Tantricism, Pure Land, Zen, influence on Western thinkers (e.g., Eliot, Hesse), and adaptation to the West. Offered in alternation with 257.

Open to all students.

Mr. Kodera

254 (2)* Chinese Thought and Religion

Continuity and diversity in the history of Chinese thought and religion from the ancient sage-kings of the third millennium B.C. to Mao. Topics including Confucianism, Taoism, Chinese Buddhism, folk religion and their further developments and interaction. Materials drawn from philosophical and religious works as well as from their cultural manifestations. Offered in alternation with 255.

Open to all students.

Mr. Kodera

255 (2)* Japanese Religion and Culture

Constancy and change in the history of Japanese religious thought and its cultural and literary expressions. A consideration of Japanese indebtedness to, and independence from China, assimilation of the West and preservation of indigenous tradition. Topics including Shinto, Japanese Buddhism and its arts, Neo-Confucianism and nationalism, Christian impact and failure, and modern Japanese thought. Offered in alternation with 254.

Open to all students.

Not offered in 1983-84.

Mr. Kodera

257 (1)* Contemplation and Action

An exploration of the relationship between two dimensions of religious life. Materials drawn from religious and cultural traditions, East and West. Topics include: self-cultivation and responsibility (Confucius), liberation and nonviolence (Mahatma Gandhi), salvation and justice (Martin Luther King). Offered in alternation with 253.

Open to all students.

Not offered in 1983-84.

Mr. Kodera

260 (2)* Eastern Spirituality in the West

An examination of the "new religions" of Asian-origin in America: Transcendental Meditation, Hare Krishna, Divine Light Mission, Dharmadhatu. Topics include: the doctrine, practice, and social organization of the groups; social and theological significance of the "turn East"; relations with other religious traditions.

Open to all students.

Not offered in 1983-84.

Mrs. Reynolds

302 (1) Seminar. Women and Asian Religions

An exploration of the religious lives of women in Indian Buddhism, Hinduism, and Islam. Topics include: ideologies and metaphysics of the feminine and female; status of women in sacred law; rituals women perform; socio-religious status of virgins, wives, mothers, widows, and renunciants.

Prerequisite: one course in Asian religions or permission of the instructor.

Not offered in 1983-84.

Mrs. Reynolds

303 (1)* Seminar. Asian Mysticism

The sufi, the saint, and the yogi as foci for an exploration of mysticism and techniques of spiritual liberation in Asian religious traditions. Materials and readings from hatha yoga, Hindu and Buddhist tantra, Hindu and Muslim devotional paths.

Prerequisite: one course in Asian religions.

Not offered in 1983-84.

Mrs. Reynolds

304 (2) Seminar. Zen Buddhism

Zen, the long-known yet little-understood tradition, studied with particular attention to its historical and ideological development, meditative practice, and expressions in poetry, painting, and martial arts.

Prerequisite: one course in Asian Religions and by permission of the instructor.

Mr. Kodera

305 (2) Seminar. Religion and Asian Literature

A discussion of literature from India, China, and Japan as reflecting the religious, social, and cultural concerns of the people.

Open by permission of the instructor.

Not offered in 1983-84.

Mr. Kodera

306 (2)* Seminar Hebrew Bible/Old Testament

Topic for 1983-84: The Legends of Genesis. How legends arise and why they are modified and adapted. A study of Genesis 1-11 in the biblical text and in later Jewish and Christian sources. The methodology of critical Bible scholarship will be compared to traditional Jewish and Christian exegesis.

Prerequisite: 104, or by permission of the instructor.

Mr. Ratner

307 (2)* Seminar. The New Testament

An examination of several of the major New Testament Theologies published since World War II, with an eye to discerning both the shared and the divergent theologies within the New Testament itself, and to uncovering the various methodologies for representing them in our time. Prerequisite: 105 or by permission of the instructor.

Not offered in 1983-84

Mr. Hobbs

314 (2)* Seminar. Theology

Topic for 1983-84: The narrative form of faith in the Christian tradition. Primary attention to recent theological, biblical, and social scientific studies of the role of stories in forming and sustaining religious identities and communities. Secondary attention to relevant 19th- and early 20th-century writings.

Prerequisite: 104, 105, or 107.

Mr. Johnson

315 (2)* Seminar. Theology

An examination of the theology and life of Paul Tillich. Focus on themes such as: Tillich's fusion of ontology and Christian faith; his borrowings from existentialism, psychoanalysis, and Marxism; and the intersection of his life history with world historical events. Readings of selected writings by Tillich and his biographers, including his wife, Hannah.

Prerequisite: one course in Western religion or philosophy.

Not offered in 1983-84.

Mr. Johnson

316 (2)* Seminar. Ethics: Religion and Public Policy

An inquiry into religious morality and its bearing on political questions and governmental policy in contemporary America. Examination of selected problems including school prayer, "the right to life," nuclear weapons, and economic justice. Special attention to conflicts between duties to faith and nation, and to legitimate means in resolving such conflicts.

Prerequisite: one of the following: 208, or one Grade II course in American religion, politics, or history; or by permission of the instructor.

Not offered in 1983-84.

Mr. Marini

317 (2)* Religion and the Social Sciences

The use of social scientific methods (psychological, sociological, and anthropological) in the study of religious communities. Readings in theoretical texts and exercises in current research methods. Offered in alternation with 314.

Prerequisite: 210, or 211, or Anthropology 104, or Sociology 102.

Not offered in 1983-84.

Mr. Johnson

318 (2)* Seminar. American Religions

Selected topics in the history of religion in America.

Prerequisite: one Grade II course in American religion, history, or literature; or by permission of the instructor.

Not offered in 1983-84.

Mr. Marini

325 (1) Seminar. Judaism: The Holocaust

An examination of the origins, character, course, and consequences of Nazi anti-Semitism during the Third Reich.

Prerequisite: a course in one of the following: Judaism, modern European history, modern political theory, or permission of the instructor.

Not offered in 1983-84.

Ms. Grumet

350 (1) (2) Research or Individual**Study 1 or 2**

Open to juniors and seniors by permission.

370 (1-2) Thesis 2 to 4

Open only to honors candidates.

Cross-Listed Courses**Black Studies 320 (1)*** 2**

The Black Church in America

For description and prerequisite see
Black Studies 320.

Classical Civilization 104 (1)

Classical Mythology

For description and prerequisite see
Classical Civilization 104.

History 233 (1)

Renaissance Italy

For description and prerequisite see
History 233.

History 339 (1)

Seminar. American Jewish History

For description and prerequisite see
History 339.

Philosophy 211 (2)*

Philosophy of Religion

For description and prerequisite see
Philosophy 211.

Directions for Election

In a liberal arts college, the study of religion constitutes an integral part of the humanities and social sciences. Recognizing religion as an elemental expression of human life and culture, past and present, the department offers courses in the major religious traditions of the East and the West. These courses examine both the individual and the collective dimensions of religion and approach their subject from a variety of perspectives including historical and textual, theological and social scientific.

The total program of the major is designed around the principles of breadth and depth. To promote breadth, majors shall complete one course in each of three groups: Biblical, Western, and Asian. To insure depth, majors shall concentrate in a special field of interest. The structure of this concentration shall be determined in consultation with the advisor.

In individual cases, studies in the original language of religious traditions may be especially valuable. Hebrew and New Testament Greek are available in this department. Religion 109, Elementary Hebrew, cannot be credited towards the department major. However, both Religion 209, Intermediate Hebrew; and Religion 207, New Testament Greek; can be credited towards the major. Latin and Chinese are available elsewhere in the College. Majors interested in pursuing language study should consult their advisors to determine the appropriateness of such work for their programs.

Russian

Professor

Lynch (Chairman), Bones A

Kathryn W. Davis Visiting Professor

in Slavic Studies.

Field

Instructor

Chester

100 (1-2) Elementary Russian 2

Grammar: oral and written exercises; reading of short stories; special emphasis on oral expression; weekly language laboratory assignments. Three periods.

Open to all students.

Ms. Chester

200 (1-2) Intermediate Russian 2

Conversation, composition, reading, review of grammar. Three periods.

Prerequisite: 100 or the equivalent.

The Staff

201 (2) Russian Literature in Translation I

Russian literature from its beginnings to the middle of the 19th century. The focus of the course is on the major prose of the first half of the 19th century. The authors to be considered include Pushkin, Lermontov, Gogol, Goncharov, Turgenev, and Dostoevsky. Open to all students. Not offered in 1983-84.

202 (2) Russian Literature in Translation II

Russian literature from the second part of the 19th century to the present with emphasis on the works of Tolstoy, Chekhov, Sologub, and such Soviet writers as Babel, Olesha, Bulgakov, and Solzhenitsyn.

Open to all students.

Not offered in 1983-84.

Offered in 1984-85.

205 (2)* Intermediate Conversational

Russian

Practice in conversation and writing to increase fluency and accuracy in the use of idiomatic Russian. A variety of materials such as newspapers, periodicals, tapes, and films will be used in the course. Regular use of language laboratory. Prerequisite or corequisite: 200 or permission of the instructor.

Not offered in 1983-84

225 (1) Soviet Film 1917-1980 (in English)

The history of Soviet film, Lenin's "most important art." Close analysis of several films with extensive reading in film history and theory, interrelation with other arts (literature and painting). Main genres to be examined: documentary, historical recreation, social drama, adaptation from literary sources.

Open to all students.

Not offered in 1983-84

249 (1)* Language

General laws of phonology, syntax, and grammatical categories. History, theory, and logic of language and their application to Russian and the problems of English-Russian translation.

Prerequisite or corequisite: 200 or by permission of the instructor.

Mrs. Lynch

294 (2) Contemporary Russian Fiction

A study in translation of outstanding examples of modern Russian literature placed in the context of the Soviet and émigré societies in which they were written. Major attention will be given to the art of Andrei Sinyavsky ('Abram Tertz'), Alexander Solzhenitsyn, Bulat Okudzhava, and Vladimir Maximov. Topics discussed will include the place of Russian writing in contemporary European culture and the problem of the reader whom the modern Russian writer must envision and address.

Open to all students.

Mr. Field

295 (2) Four Novels by Vladimir Nabokov

Close readings of four of Nabokov's Russian novels: *Laughter in the Dark*, *The Defense*, *The Eye*, and *Despair*. Linkages will be made with Nabokov's other works in Russian and English, and comparative studies with other modern writers will also be invited. The course's emphasis will be on Nabokov's uses of and contributions to the crosscurrents of literary Modernism.

Open to all students.

Mr. Field

300 (1-2) Advanced Russian 1 or 2

The structure of modern Russian. Extensive reading of literary and historical works. Weekly written and oral reports on selected topics. Two periods and weekly laboratory assignments. Prerequisite: 200.

The Staff

311 (1)* Russian Literature From Its Beginnings up to Pushkin

Byzantine, Western, and folk influences in the chronicles and epics of the Kievan and Moscovite periods. Reading of the *Igor Tale*, selections from *Primary Chronicle*, *Zadonshchina*, and works of Ivan IV, Avvacum, Lomonosov, Derzhavin, Radishchev. Prerequisite or corequisite: 300.

Ms. Chester

317 (2)* Russian Writers Today: Emigré and Soviet

Prerequisite or corequisite: 300.

Not offered in 1983-84.

Offered in 1984-85.

320 (2)* Seminar

Not offered in 1983-84.

Offered in 1984-85.

344 (2) Contemporary Russian Fiction

A study of outstanding examples of modern Russian literature placed in the context of the Soviet and emigre societies in which they were written. Major attention will be given to the art of Sinyavsky, Solzhenitsyn, Okudzhava, and Maximov. Students attend course 294 lectures. Reading and paper assignments in Russian. Prerequisite or corequisite: 300.

Mr. Field

345 (2) Four Novels by Vladimir Nabokov

Close readings of four of Nabokov's Russian Novels: *Laughter in the Dark*, *The Defense*, *The Eye*, and *Despair*. Students attend course 295 lectures. Reading and paper assignments in Russian.

Prerequisite or corequisite: 300.

Mr. Field

349 (1)* The Writer in a Censored Society: His Literary and Nonliterary Roles

Prerequisite or corequisite: 300.

Not offered in 1983-84.

350 (1) (2) Research or Individual Study 1 or 2

Open by permission to qualified students.

370 (1-2) Thesis 2 to 4

Open only to honors candidates.

Directions for Election

Course 100 is counted toward the degree but not toward the major. Courses 201 and 202 are counted toward the distribution requirements in Group A and are strongly recommended to students who intend to major in Russian. However, only one of them may count toward the major. A major in Russian is expected to elect 249 or 205 in conjunction with 200, as well as three Grade III courses beyond Russian 300.

Students majoring in Russian should consult the chairman of the department early in the college career, as should students interested in an individual major which includes Russian.

History 246 and 247 are recommended as related work.

The study of at least one other modern and/or classical language is strongly recommended for those wishing to do graduate work in Slavic languages and literatures.

Attention is called to Political Science 206 (1) and 322 (1).

Sociology

Professor
Berger (Chairman)

Assistant Professor:
Cuba, Imber, Silbey P

Instructor:
Ewick P, Hertz

102 (1) (2) Sociological Perspective

Introduction to the sociological perspective; its principal concepts, theories; its methodologies of examining human social behavior in relation to social institutions. The interconnection between the "micro" world of the individual and the "macro" world of social institutions.

Open to all students.

The Staff

103 (1) Social Problems

An analysis of how behaviors and situations become defined as social problems, those aspects of life that are said to undermine the social order. Attention to contemporary and cross-cultural issues. Topics include: alcoholism and drug abuse; crime, poverty and over population; pollution and energy conservation.

Open to all students.

111 (1) Sociology of the Family

The course looks at the rise of the modern family from a comparative perspective. Discussions will focus on its nature and role in relationship to wider society, its function for both individual and society and will introduce students to recent issues around the "definition," the "crisis," the emergence of "new forms," "alternative life styles" and projections as to the "future" of this central social institution.

Open to all students.

Ms. Hertz

138 (2) Deviant Behavior

Why are some behaviors and some people considered "deviant" while others are not? This introductory level course examines several theoretical perspectives of social deviance which offer different answers to this question. It focuses on deviance as an interactive process through an exploration of the way in which people enter deviant worlds, how others respond to their deviance, and how deviants cope with these responses.

Open to all students.

Mr. Cuba

200 (1) Sociological Theory

Sytematic analysis of the intellectual roots and the development of major sociological themes and theoretical positions from the Enlightenment to the present.

Prerequisite: 102 and one Grade I unit.

Mrs. Berger, Mr. Imber

201 (1) Social Statistics

An introduction to the use of statistics in the social sciences. Both descriptive and inferential statistics are presented as ways of organizing data for the development and testing of hypotheses and as a guide to understanding social science research. Provides the necessary background for 302.

Open to all students.

Mr. Cuba

207 (2) Criminology

Systematic examination of the meaning of crime and reactions to crime. Topics include: theories regarding the causes of crime, nature and origins of criminal laws, extent and distribution of criminal behavior, societal reaction to crime through the criminal justice system, penology and corrections. Attention to the relationship among crime, punishment and justice.

Prerequisite: 102 or by permission of the instructor.

Mr. Cuba, Mrs. Silbey

208 (1) Demography

The analysis of population composition and change. Differential fertility, mortality, and migration of sociocultural groups are examined with reference to population theory and national policies. Attention is also given to urbanization, overpopulation, and environmental limits.

Prerequisite: one Grade I unit or by permission of the instructor.

Not offered in 1983-84

The Staff

209 (2) Social Stratification

The concept of social stratification is the core concept of sociology. It describes the differences among individuals and among institutions. The course examines indicators of social mobility, of social class and implications of race, sex, ethnicity for one's social standing and prestige. Dimensions of stratification will be analyzed at the community, national and international levels. Prerequisite: 102 or by permission of the instructor.

Mr. Imber, The Staff

212 (2) American Society

How the experience of being "American" has changed during the past century, from our agrarian roots to the foundations of the corporate state. Readings in local community studies and in social reports from de Tocqueville to the present which analyze American society in terms of an ideology of equal opportunity. Attention to populism, racial and class conflict, and social reform within the context of American Pragmatism.

Prerequisite: Grade I unit.

Not offered in 1983-84.

Mr. Imber, Mrs. Silbey

213 (2) Law and Society

Study of a day in court and underlying factors that lead to lawful behavior. Study of legal reasoning, types of law and legal systems, and relationship of law to social class and social change. Emphasis upon the profession and practice of law including legal education, stratification within the bar, and the politics of legal services.

Prerequisite: 102 or by permission of the instructor.

Not offered in 1983-84.

Mrs. Silbey

215 Sociology of Culture

Systematic analysis of the constitutive elements of contemporary culture; their impact on individual and society alike. The role of science, technology, bureaucracy, government and the mass media; questions of autonomy, rationality and irrationality, the theme of abstraction and the spirit of protest.

Prerequisite: same as for 201.

Not offered in 1983-84.

Mr. Imber

217 (1) Power: Social, Personal and Institutional Dimensions

The study of power extends far beyond formal politics or the use of overt force into the operation of every institution and every life: how we are influenced in subtle ways by the people around us, who makes controlling decisions in the family, how people get ahead at work, whether democratic governments, in fact, reflect the "will of the people." This course explores some of the major theoretical issues involving power (including the nature of dominant and subordinate relationships, types of legitimate authority) and examines how power operates in a variety of social settings: relations among men and women, the family, the community, the corporation, the government, cooperatives and communes.

Open to sophomores, juniors, and seniors without prerequisite.

Mrs. Silbey, Mr. Cuba (team-taught)

220 (1) Urban Sociology

A survey of theoretical perspectives which social scientists have used in their analyses of city life. This course explores the metaphorical images as well as the historical realities associated with the development of urban areas and reviews several contemporary investigations which follow from classic works on the city.

Prerequisite: 102 or by permission of the instructor.

Ms. Hertz

224 (2)* Political Sociology and Social Movements

Analysis of the social basis of power and political action in modern societies. How does one's socially structured position influence political behavior, and is political action rooted in ideological structures or material conditions? Special attention given to the relationship between the "ways of being political" and structures of power and authority. Analysis of revolutions, political movements, as well as ordinary citizen activities.

Prerequisite: 102 or by permission of the instructor.

Not offered in 1983-84.

Mrs. Silbey

228 (2)* Sociology of Work and Occupations

Study of representative work and occupational experiences ranging from blue-collar jobs to the professions. The nature of work in traditional and in contemporary societies. Socialization to work roles, the process of professionalization, work careers, and other topics.

Prerequisite: 102 or by permission of the instructor.

Not offered in 1983-84

229 (1) Organizations and Organizational Behavior

How do organizations operate? Why do people act the way they do inside organizational settings? Analysis of organizational structure, processes, and behavior. Topics include organizational roles, managerial ideologies, the individual in the organization, power, communication, effectiveness, decision making, conflict, recruitment, mobility, fast-tracking, risk-taking, initiative, flexibility and rigidity in organizational structure, and organizational change.

Prerequisite: 102 or by permission of the instructor.

Mr. Cuba

231 (2) Society and Self

How can the individual be at once cause and consequence of society? Not only is the person a social product, but s/he is also clearly unique, and in turn helps shape and modify society. This course is concerned with the relationship between the individual and society, and the behavior of persons in groups. Ways in which groups and institutions aid or inhibit individual experience will be discussed.

Prerequisite: 102 or by permission of the instructor.

Mrs. Berger, *The Staff*

300 (1)* Senior Seminar. Sociological Theory and the Sociology of Knowledge

Analysis of topics in contemporary sociological theory. The relationships between thought and society, fundamental approaches to the critical analytical modes in the sociology of knowledge. The course will consider contributions from European and American sources. Focus varies with the instructor.

Prerequisite: 200 and one other Grade II course or by permission of the instructor.

Mrs. Berger, Mr. Imber

302 (2) Research Methods

An examination of the logic of survey analysis, from the development of hypotheses and construction of a survey instrument to the analysis and reporting of results. Emphasis is on field research experience, class participants work collectively on the design and implementation of a research project of their choice.

Prerequisite: 201 or by permission of the instructor.

Mr. Cuba

311 (2) Seminar. Family Studies

The Family, the State and Social Policy. Analysis of problems facing the contemporary U.S. family and potential policy directions. Discussion of the social meaning of income and the quality of family life. Emphasis on welfare, family planning, children's rights, child allowance, the impact of work on family relations, day care, the elderly, the working poor, and delivery of services to families with special needs. Comparisons to other contemporary societies will serve as a foil for particular analyses.

Prerequisite: one Grade II course, or permission of the instructor.

Ms. Hertz

314 (2) Medical Sociology and Social Epidemiology

Definition, incidence and treatment of health disorders. Topics include: differential availability of health care; social organization of health delivery systems; role behavior of patients, professional staff and others; attitudes toward terminally ill and dying, movements for alternative health care.

Prerequisite: one Grade II unit or by permission of the instructor.

Mr. Imber

320 (2) Seminar. Community Studies

Analysis of the structures and processes found in modern communities. Intensive research of institutional structures, patterns of residential neighboring, and forms of participation.

Prerequisite: one Grade II unit or by permission of the instructor.

Mr. Cuba, Ms. Hertz

324 (1) Seminar. Social Change

Examination of theories of social change and the emergence of modern paradigms of social change. Analysis of the impact of change upon selected social institutions such as the polity, economy, family, the stratification system. Social-psychological dimensions of change. The processes of rationalization and bureaucratization.

Prerequisite: two Grade II courses or by permission of the instructor.

Mrs. Berger

325 (1) Science, Technology and Society

An examination of the social conditions of scientific development and controversy, and the links among scientific work, technological development and everyday life. Topics include: the interrelation of science, government and industry; sociobiology and IQ debates; the politics of science education and the ethics of science research.

Prerequisite: 102 or by permission of the instructor.

Mr. Imber

329 (2) Internship in Social Organizations

An internship in organizational theory and analysis. Required internship assignment in organizations concerned with health, corrections, housing, planning, media, other public or private services, government and industry. The internship is utilized for participant observation on some aspect of organizational behavior, structure, or process. Seminar sessions are focused on selected topics in organization research and on issues in participant observation. Limited to juniors and seniors.

Prerequisite: one Grade II course or by permission of the instructor. 229 is recommended.

Mr. Cuba, Ms. Hertz

338 (2) Seminar. Topics in Deviance, Law and Social Control

Topic for 1983-84 Elite Deviance. White Collar Crime and Regulation Control. This seminar examines the nature and causes of elite crime and the government's attempt to control it through a system of regulatory justice. Questions to be addressed include: What types of crime do the elite commit? Under what conditions do organizations and their officials violate business regulation? How effective and just is this system of control?

Prerequisite: one Grade II unit or by permission of the instructor.

Not offered in 1983-84.

Mrs. Silbey, Mr. Cuba

350 (1) (2) Research or Individual Study 1 or 2

Open by permission to juniors and seniors.

370 (1-2) Thesis 2 to 4

Open only to honors candidates.

Cross-Listed Courses**Anthropology 210 (2)**

Racism and Ethnic Conflict in the United States and the Third World.

For description and prerequisite see Anthropology 210.

Education 216 (2) * 2**

Education, Society, and Social Policy

For description and prerequisite see Education 216.

Women's Studies 222 (2)

Women in Contemporary Society

For description and prerequisite see Women's Studies 222.

Directions for Election

Sociology as a discipline has a three-pronged approach: (a) on a general level, it is concerned with patterns of human interaction, the role of values, and the social construction of reality; (b) on a more specific level, it studies systematically those relations which have come to assume discrete forms such as family, law, religion; (c) on the methodological level, it explores approaches and techniques of social research and the scientific principles on which these techniques are grounded. Sociology is concerned with making empirically valid observations and statements which allow for a fuller and realistic understanding of the totality of social life.

A sociology major must include: Sociology 200, 201, and 302 taken at Wellesley. Permission to take these courses elsewhere must be obtained in advance from the department chairman. The department discourages a minimum major with only two Grade III level courses. Students are encouraged to explore the full range of disciplines in the liberal arts, and should consult a faculty member to select courses each term and to plan a course of study over several years.

The Sociology Complement is offered for students who wish to develop analytical skills and who seek to acquire a supplementary perspective that is informed by the sociological frame-of-reference and empirically available data. The Complement consists of Sociology 102, 200, 209 and two other sociology courses selected with the advice of a department member. A student wishing to add the Sociology Complement to the major in another field should consult a faculty advisor in sociology.



Spanish

Professor:
Lovett

Associate Professor
Gascón-Vera (*Chairman*), Roses ^

Assistant Professor:
Villanueva, Agosín

Instructor:
Levy-Konesky, Canella P, Heptner P

Lecturer:
Renjilian-Burgy

Courses of the department are normally conducted in Spanish; oral expression is stressed.

The department reserves the right to place new students in the courses for which they seem best prepared regardless of the number of units they have offered for admission.

Qualified students may be recommended to spend the junior year in a Spanish-speaking country, either with the PRESHCO Consortium Program of Hispanic Studies in Córdoba, Spain, or a non-Wellesley program. See p. 41.

100 (1-2) Elementary Spanish 2

Introduction to spoken and written Spanish; stress on audio-lingual approach through directed conversation. Extensive and varied drills. Oral presentations. Language laboratory exercises. Three periods.

Open to students who do not present Spanish for admission.

The Staff

102 (1-2) Intermediate Spanish 2

Intensive review of grammar and language skills through practice in the classroom and with language laboratory exercises. Readings by contemporary Spanish and Spanish American writers. Emphasis on vocabulary building and oral and written expression. Three periods. Prerequisite: two admission units in Spanish or 100.

The Staff

201 (1) (2) Oral and Written Communication

Practice in conversation and writing to increase fluency and accuracy in the use of idiomatic Spanish. Through frequent oral presentations and the use of audio- and videotapes, students develop their ability to use Spanish comfortably in various situations. Two periods per week. Prerequisite: 102, or four admission units or permission of the instructor

The Staff

202 (2) Linguistic and Literary Skills

A course to serve as a transition between language study and literary analysis: speaking and writing organized around interpretations of works by modern Hispanic authors; creative writing; a review, at the advanced level, of selected problems in Spanish grammar. Two periods.

Open to students presenting three admission units, 102 or 201.

Ms. Renjilian-Burgy

203 (2)* Modern Spanish Literature

The search for identity in Spain 1898-1936. Dominant themes and innovations in such authors as Unamuno, Valle Inclán, Baroja, A. Machado, Azorín and Ortega y Gasset. Offered in alternation with 204.

Prerequisite: 201 or 202 or permission of the instructor.

Not offered in 1983-84.

Ms. Gascón-Vera

204 (1) Censorship and Creativity in Spain 1936-1982

From 1936 to the present day. The struggle for self-expression in Franco's Spain and the transition from dictatorship to democracy. A study of the literary styles and accomplishments of contemporary authors: Miguel Hernández, Cela, Goytisolo, Gabriel Celaya, Martín Santos, and Blas de Otero. Offered in alternation with 203. Prerequisite: same as for 203.

Ms. Gascón-Vera

205 (1)* Freedom and Repression in Spanish American Literature

An introduction to the literature of the Spanish American countries with special focus on the tension between literary expression and the limiting forces of authoritarianism. The constant struggle between the writer and society and the outcome of that struggle will be examined and discussed. Close reading of poetry, chronicles, essay and drama El Inca Garcilaso, Sor Juana de la Cruz, Rubén Darío, Gabriela Mistral, Pablo Neruda, Octavio Paz. Offered in alternation with 209.

Prerequisite: same as for 203.

Ms. Gascón-Vera

206 (1) The Spirit of Spain in Its Literature

Intensive study of masterpieces that establish Spanish identity and create the myths that Spain has given to the world. *Poema del Cid*, *La Celestina*, *Lazarillo de Tormes*, *El burlador de Sevilla* (Don Juan); Garcilaso, Fray Luis de León, Cervantes, Lope de Vega, Calderón.

Prerequisite: same as for 203.

Mr. Lovett

207 (2) The Struggle of the Two Spains in Literature

From the virtue-extolling *El sí de las niñas* by Moratín through the turbulent works of the emotion-prone Romantics Rivas, Espronceda, and Bécquer, and the biting satire of Larra, to the realistic novel of Pérez Galdós.

Prerequisite: same as for 203.

Mr. Lovett

208 (2) Nineteenth-Century Spanish Society as Seen by the Novelist

The masters of 19th-century peninsular prose studied through such classic novels as *Pepita Jiménez* by Juan Valera, *Miau* by Pérez Galdós, *Los pazos de Ulloa* by the Countess Pardo Bazán and *La Barraca* by Blasco Ibáñez. Discussions. Student interpretation.

Prerequisite: same as for 203.

Not offered in 1983-84.

Mr. Lovett

209 (1) The Spanish American Short Narrative

The realistic and fantastic short stories of contemporary Spanish America. Special emphasis on women writers. In-depth analysis of the masters Quiroga, Borges, Cortázar, Rulfo, and García Márquez. Offered in alternation with 205.

Prerequisite: same as for 203.

Not offered in 1983-84.

Ms. Roses

210 (2)* Chicano Literature: From the Chronicles to the Present

A survey of the major works of Chicano literature in the United States in the context of the Hispanic and American literary traditions. A study of the chronicles from Cabeza de Vaca to Padre Junípero Serra and 19th-century musical forms such as *corridos*. A critical analysis of the themes and styles of the contemporary renaissance in the light of each author's literary values: Luis Valdez, Alberto Urista, José Montoya, Rodolfo Anaya

Prerequisite: same as for 203.

Not offered in 1983-84.

Mr. Villanueva

211 (1) Caribbean Literature and Culture

An introduction to the major literary, historical and artistic traditions of the Caribbean. Attention will focus on the Spanish-speaking island countries: Cuba, Dominican Republic, Puerto Rico. Authors will include Benítez Rojo, Juan Bosch, Lydia Cabrera, Carbrera Infante, Julia de Burgos, Alejo Carpentier, Nicolás Guillén, René Marqués, Palés Matos, Pedro Juan Soto.

Prerequisite: same as for 202.

Ms. Renjilian-Burgoy

212 (2) The Word and The Song: Contemporary Latin America Today

The study of the themes and voices of Latin American poetry as they appear in the written work and the oral tradition of the folk song. Special emphasis will be on Neruda, Vallejo, Paz, Peri-Rossi, Belli, Dalton.

Prerequisite: same as for 203.

Not offered in 1983-84.

Ms. Agosín

215 (2) Spanish Practicum

Students are placed with various Hispanic organizations in the Boston area to increase their fluency in Spanish through personal and continued contact with the language. Classroom seminars, Hispanic guest lecturers, and films in Spanish complement the students' internship experiences. Readings by Oscar Lewis, Babin, Maldonado Denis, and others.

Prerequisite: personal interview with the instructor to establish adequate language skill. Same as for 203.

Ms. Levy

**228 (2)* Latin American Literature:
Fantasy and Revolution**

The interrelation between aesthetic and sociopolitical problems in the works of contemporary Latin American writers, as seen by García Márquez, Cortázar, Paz, Donoso, and Neruda. Special attention will be given to the imaginative vision of Jorge Luis Borges.

Open to all students except those who have taken Spanish 306 and 307. In English.

Not offered in 1983-84.

Ms. Roses

260 (1)* History of Latin America

The political, social, economic, and cultural evolution of the Latin American world from colonial days to the present. Emphasis on colonial institutions and their relations to historical developments in the Iberian peninsula and on the fundamental problems, especially in certain key countries, of modern and contemporary Latin America.

Open to qualified freshmen and sophomores, to sophomores who have had a course in history or art history, and to juniors and seniors without prerequisite.

Not offered in 1983-84.

Mr. Lovett

261 (1)* History of Spain

From the epic struggle between Moors and Christians for the control of the Iberian Peninsula, through the centuries of imperial Spain, to modern Spain with its split between liberals and conservatives, a split which explodes into the apocalyptic Civil War of 1936-39, the history of Spain is explored through readings, lectures, and discussions. The course ends with the study of the Franco dictatorship (1939-75) and post-Franco Spain.

Prerequisite: same as for 260.

Mr. Lovett

**301 (2)* Honor, Monarchy and Religion in
the Golden Age Drama**

The characteristics of the Spanish drama of the Golden Age. Analysis of ideals love, honor, and religion as revealed in the drama. Representative masterpieces of Lope de Vega, Guillén de Castro and Ruiz de Alarcón, Tirso de Molina, Calderón. Offered in alternation with 302.

Open to juniors and seniors who have taken two Grade II units including one unit in literature.

Mr. Lovett

302 (2)* Cervantes

A close reading of the *Quijote* with particular emphasis on Cervantes' invention of the novel form: creation of character, comic genius, hero versus anti-hero; levels of reality and fantasy, history versus fiction. Offered in alternation with 301. Prerequisite: same as for 301.

Not offered in 1983-84.

Ms. Gascón-Vera

304 (1) Hispanic Literature of the U.S.

A study of U.S. Hispanic writers of the Southwest and East Coast from the Spanish colonial period to the present. Political, social, racial and intellectual contexts of their times and shared inheritance will be explored. Consideration of the literary origins and methods of their craft. Authors may include: Cabeza de Vaca, Gaspar de Villagrá, José Villarreal, Lorna Dee Cervantes, José Martí, Uva Clavijo, Ana Velilla, Pedro Juan Soto, Miguel Algarín, Edward Rivera.

Prerequisite: same as for 301.

Mr. Villanueva

**306 (1) Arts and Letters of Contemporary
Mexico**

Study of the fiction, poetry and essay in Mexico within the context of the interrelationship of the arts from the Revolution of 1910 to the present. Authors read to include Vasconcelos, Rulfo, Fuentes, Paz, Usigli, Revueltas, Gorostiza, Villaarrutia, Carballido, Garro, Sainz.

Prerequisite: same as for 301.

Not offered in 1983-84.

Ms. Roses

307 (2) The New Novel of Latin America

Analysis and discussion of major Latin American novels from the 1960s and 1970s. Special topics will be social conflict in the novel, estheticism vs. engagement, literature as a critique of values and a search for identity. Works by Onetti, Cortázar, Fuentes, Rulfo, Carpenter, Donoso, García Márquez.

Prerequisite: same as for 301.

Not offered in 1983-84.

Ms. Roses

310 (1) Seminar. Latin American Women**Writers**

The course will deal with the awakening of feminine and feminist consciousness in the prose of Latin American women writers from the 1920s to the present. María Luisa Bombal, Silvina Bullrich, Teresa de la Parra, Rosario Ferré, Lydia Cabrera. Close attention will be paid to dominant themes of love and dependency, imagination as evasion, alienation and rebellion, sexuality and power, search for identity.

Prerequisite: same as for 301.

Ms. Agosín

350 (1) (2) Research or Individual**Study 1 or 2**

Open by permission, or to seniors who have taken two Grade III units in the department.

370 (1-2) Thesis 2 to 4

Open only to honors candidates.

Directions for Election

Course 100 is counted toward the degree but not toward the major

Students who begin with 100 in college and who wish to major should consult the chairman in the second semester of their freshman year.

Students may choose to major either in Peninsular or Latin American literature or an approved combination of the two. The Peninsular major should ordinarily include 201 or 202, 203 or 204, 206, 207 or 208, 301, 302, either 205 or 307, and at least one additional unit of Grade III literature in Spanish. The Latin American major should ordinarily include 201 or 202, 205, 209, 210 or 211, 306, 307, 206 or 302, and at least one additional unit of Grade III literature in Spanish. History 260, and Extradepartmental 228 are recommended for the Latin American major. History 261 is recommended for the Peninsular major.

Individually planned majors in Latin American studies, which combine language and literature courses with a program of history, anthropology, political science, and economics courses, are encouraged.

Students who have completed at least Spanish 201 or equivalent may apply to Wellesley's "Programa de Estudios Hispánicos en Córdoba" (PRESHCO) for a semester or a year abroad in Spain.

Theatre Studies

INTERDEPARTMENTAL MAJOR:

Theatre Studies

Professor:
Barstow (Chairman)

Assistant Professor:
Temin P

Lecturer:
Levenson P

203 (2) Plays, Production, and Performance

The produced play considered as originally the creation of the dramatist but brought to completion in performance through the creative collaboration of producers, directors, designers, and actors.

Open to all students.

Mr. Barstow

Prerequisite: 203 or permission of the instructor.
Open to juniors and seniors without prerequisite.
Not offered in 1983-84.

Mr. Barstow

Offered in 1984-85.

205 (1)* Acting and Scene Study

Study of the performed scene as the basic building-block of playwright, director, and actor. Scenes from significant plays and scenes written for the course regularly rehearsed and performed for class criticism.

Prerequisite: 203 or by permission of the instructor.

Mr. Barstow

209 (2)* Seminar. The Design of Lighting for Theatrical Production

Theory and technique of the lighting of performance as a major artistic component of theatrical production. Emphasis is on developing the analytical, organizational and technical skills necessary to the lighting designer. Offered in alternation with 206.

Prerequisite: same as for 205.

Mr. Levenson

210 (1-2)* History of the Theatre 1 or 2

Study of theatre structures, crafts, and practices with emphasis on acting and production styles as these relate to major developments in dramatic literature. One unit of credit may be given for either semester by permission of the instructor.

Prerequisite: same as for 205.

Mr. Barstow

206 (2)* Design for the Theatre

Study of the designer's function in the production process through development of scale models of theatrical environments for specific plays. The models are evaluated in a series of juried critiques focusing on performance as a realization of the analytical interpretation of each play. Offered in alternation with 209.

Prerequisite: same as for 205. Majors are encouraged to take Art 100 and one or more of the following before taking 206: Art 105, 108, 209, 210.

Not offered in 1983-84.

Mr. Levenson

Offered in 1984-85.

212 (1)* Images of Women in the Drama

Study of specific examples of the representation of women on the dramatic stage during various eras in a variety of cultures, focusing on what a public and popular art says and implies about women: their "nature," their roles, their place in the society reflected, their options for individuality and for activity affecting others, etc. Cross-listed under Women's Studies.

Prerequisite: 203 or permission of the instructor. Open to majors in Women's Studies without prerequisite.

Not offered in 1984-85.

Mr. Barstow

208 (1)* Contemporary Theatre

Late 20th-century dramatists and production styles; plays, producers, designers, and actors significant in the development of contemporary theatre.

215 (1)* Shakespeare in the Theatre

Study of production of Shakespeare's plays in the theatre; particular attention to Elizabethan stagecraft and to contemporary production styles; emphasis on acting and directing. Reports, and scenes performed for class criticism.

Prerequisite: 203, and English 112, [215], or 223 or 224 or [305] or [306]

Not offered in 1983-84

Mr. Barstow

Offered in 1984-85.

235 (1) Looking at Ballet

A history of ballet from the Romantic ballet of the 1830s to the present. Analysis of ballets by such choreographers as Petipa, Balanchine, and Ashton. There will be filmed and taped materials each week, along with lecture and discussion. When possible, lectures will be supplemented by field trips to dance performances in the Boston area.

Open to all students.

Mrs. Temin

236 (2) Looking at Modern Dance

An analysis of modern dance focusing on what makes it "modern" and how it differs from ballet. Modern dance choreographers from Isadora Duncan and Ruth St. Denis to Martha Graham, Doris Humphrey, Paul Taylor, Merce Cunningham, and Twyla Tharp will be discussed. Frequent films and videotapes of modern dance will be supplemented when possible by field trips to dance performances in the Boston area.

Open to all students.

Not offered in 1983-84.

Mrs. Temin

Offered in 1984-85.

350 (1) (2) Research or Individual**Study 1 or 2**

Open by permission to qualified students.

Cross-Listed Courses**Black Studies 266 (2)**

Black Drama

For description and prerequisite see Black Studies 266.

Directions for Election

A student who wishes to pursue an interest in theatre should consult the chairman of theatre studies about course selection which will emphasize dramatic literature in English and foreign languages together with the history and philosophy of art and music.

A student who is interested in an individual major in Theatre Studies should see Theatre Studies, an Interdepartmental Major listed below.

Theatre Studies**AN INTERDEPARTMENTAL MAJOR**

Director: *Barstow*

This major may be designed according to the provision of the Individual Major option. See p. 36. The major in Theatre Studies offers opportunity for study of the theatre through its history, literature, criticism, and related arts and through the disciplines of its practitioners; playwrights, directors, designers, actors, and producers.

The student's program in the major may be adapted to individual interests. Focus may be on the theatre and a national dramatic literature, on the theatre and related arts, or, within the general demands of the curriculum, a variety of emphases may be evolved, including work in such areas as philosophy, history, psychology, sociology, religion, and women's studies.

Theatre Studies 203 and both semesters of Theatre Studies 210 are required for the major. At least four units above Grade I normally should be elected in a literature department (English, French, German, Greek and Latin, Italian, Russian, or Spanish), with emphasis on dramatic literature. At least two units above Grade I normally should be elected in art or music. Two of the six units thus specified (or their equivalents) must be Grade III.

Students electing to design a major in Theatre Studies normally will take at least one resident semester of concentrated work in the discipline either with the National Theater Institute at the Eugene O'Neill Theater Center in Waterford, Connecticut, or at another institution in the Twelve College Exchange Program, to supplement and enrich their work at Wellesley.

Theatre Studies

Since developments in the theatre arts are the results of stage experiments, and because the theatre performance is an expression of theatre scholarship, it is expected that Theatre Studies majors will elect to complement formal study of theatre history and theory with practical experience in the extracurricular production program of the Wellesley College Theatre.

In addition to the offerings of the Theatre Studies Department, the following courses are specifically relevant to the individual major in Theatre Studies:

Black Studies 266 (2)

Black Drama

Chinese 241 (2)* **

Chinese Poetry and Drama in Translation

English 112 (1) (2)

Introduction to Shakespeare

English 127 (2)

Modern Drama

English 223 (1)

Shakespeare Part I: The Elizabethan Period

English 224 (2)

Shakespeare Part II: The Jacobean Period

English 283 (2)*

English Drama I

English 284 (2)*

English Drama II

Not offered in 1983-84.

Extradepartmental 231 (2)

Interpretation and Judgment of Films

Extradepartmental 331 (2)

Seminar: The Theatre since 1945

Not offered in 1983-84.

French 213 (2)

French Drama in the Twentieth Century

French 301 (1)

The French Classical Theatre

German 210 (1)

Modern German Drama

Greek 302 (2)*

Aeschylus and Sophocles

Not offered in 1983-84.

To be offered in 1984-85.

Greek 304 (2)*

Euripides

History 236 (2)*

The Emergence of Modern European Culture

The Seventeenth and Eighteenth Centuries

Not offered in 1983-84.

To be offered in 1984-85.

Italian 302 (1)*

The Theatre in Italy

Not offered in 1983-84.

Music 200 (1-2)

Design in Music 2

Music 307 (1)*

The Opera

Not offered in 1983-84.

Philosophy 203 (1)

Philosophy of Art

The following courses are specifically relevant to the individual design major in Theatre Studies:

Art 100 (1-2)

Introductory Course

Art 105 (1) (2)

Drawing I

Art 108 (1) (2)

Photography I

Art 209 (1-2)

Basic Design

Art 210 (1)

Color

Not offered in 1983-84.

Majors taking Design for the Theatre (206) are encouraged to take Art 100 and one or more of the following, before taking 206: Art 105, 108, 209, 210.

Urban Studies

AN INTERDEPARTMENTAL MAJOR

Director: Case

A major in Urban Studies may be designed by students in consultation with two faculty advisors, representing different departments. The Individual Major option is described on p. 36. Each program is subject to the approval of the Committee on Curriculum and Instruction.

The program should include a minimum of four units in one department above the Grade I level. Moreover, at least two of those units must be at the advanced (Grade III) level. This concentration is to provide majors with a sound disciplinary background and to equip them for further academic or professional work. Such concentration usually occurs within the Departments of Anthropology, Art, Black Studies, Economics, History, Political Science, Psychology, or Sociology.

Students should note carefully the course prerequisites set by each department. It is also strongly recommended that majors elect basic methodology courses in their field of concentration (e.g., Economics 211; Political Science 249, Sociology 201, 202 sequence, etc.). This focus will provide techniques and tools of analysis pertinent to a discipline perspective on urban processes and/or policy.

The interdisciplinary approach, based on particular student interests, may emphasize urban problem-solving and public administration, urban design, urban education, or the urban environment. An understanding of the processes which create and sustain urban systems should be at the core of an urban studies major.

Students are also encouraged to apply for experientially based programs such as the Urban Politics Summer Internship, programs sponsored by the Office for Careers, and to elect Political Science 318 (Field Research Seminar in Public Policy) and Sociology 329 (Internship Seminar in Organizations). Additional opportunities for courses and field work are available through MIT cross registration.

Women's Studies

AN INTERDEPARTMENTAL MAJOR

Director: Reverby

Agosin (Spanish), *Amott* A (Economics), *Bell* (Economics), *Berger* (Sociology), *Brenzel* (Education), *Brown* (Physics), *Clinchy* A (Psychology), *Darling* A1 (Black Studies), *Doran* (Philosophy), *Friedman* A (Art), *Gascón-Vera* (Spanish), *Gouda* A (History), *Hules* P (French), *Jones* (History), *Joni* (Computer Science), *Koff* (Psychology), *Lefkowitz* A1 (Greek and Latin), *Magraw* (Physical Education), *Matthaei* A2 (Economics), *Merry* (Anthropology), *Robinson* (History), *Roses* A (Spanish), *Schechter* (Political Science), *Silbey* P (Sociology), *Ward* A (German).

A major in Women's Studies offers the opportunity for the interdisciplinary study of women's experience as it is reflected in history, the humanities and social sciences. An understanding of the new intellectual frameworks contributing to a reevaluation of the models and theories which have conditioned thought about women and men should be at the core of the Women's Studies major.

Beginning with the Class of 1983, a major in Women's Studies must include Women's Studies 120, Introduction to Women's Studies; and at least one of the following: Women's Studies 222, Women in Contemporary Society; Black Studies 230, Black and Third World Women; or Anthropology 269, Sex Roles, Marriage, and the Family. In addition, the program should include a concentration in one department: four units above the Grade I level and two units of the major at the advanced level (Grade III). These may include individual study in 350 or 370 courses. It is strongly recommended that majors elect basic method and theory courses in their field of concentration.

Students design their programs in consultation with two faculty advisors, one of whom should be from the department of concentration. The director is available for preliminary consultation and referral to the other faculty advisors.

120 (1) Introduction to Women's Studies

A course designed to introduce students to the new field of Women's Studies and its impact on the various disciplines. The course considers the multiple ways in which the gender experience has been understood and is currently being studied. Beginning with a focus on how inequalities between men and women have been explained and critiqued, the course examines the impact of social structure and culture on gender and how this is expressed in anthropological, historical, and literary writings. Emphasis is placed on an understanding of the "common differences" which both unite and divide women.

Ms. Reverby

222 (2) Women in Contemporary Society

This is an interdisciplinary course which examines how changes in social structure, ideology, culture and politics have affected women in the United States since World War II. Issues facing women of the third world will be discussed to place the developments in the United States in global perspective. The "happy days" of the 1950s will be examined in contrast to the changes since the mid 1960s. The majority of the course will be spent evaluating the impact of the women's movement and examining a number of the continuing contested terrains upon which the debate and struggle over women's lives and feminism are waged.

Prerequisite: Women's Studies 120, a social science course or permission of the instructor.

Ms. Reverby

316 (2) Seminar. History of Sexuality in the United States

In recent years there has been an increasing debate over whether human sexuality is an autonomous force or a phenomenon determined by history, politics, and culture. Many historians suggest the "discourse" on female sexuality, in particular, has been conditioned by cultural norms about femininity and women's place in society, the shifting boundaries between "normality" and "deviance," the feminist political stance on sexual autonomy, the medicalization of sexuality, and intervention of the state. This seminar will explore these issues by examining the history of sexuality in the American context. Open to juniors and seniors by permission of the instructor. Women's Studies 120, 222, or 320 and History 257 or Black Studies 230 recommended.

Ms. Reverby

320 (1) Women and Health

The Women and Health course will examine various elements in the relationship between women and the health care system as it has evolved over the last 150 years, primarily in the United States. The first section of the course will focus on women as patients. Nineteenth-century female invalidism, sexuality, birth control, abortion, childbirth practices, and self-help will be among the topics considered. The second section will explore the various healing roles women have taken on: midwives, nurses, physicians, religious healers, and allied health workers. The specific ideological and structural difficulties faced by each group, and how they shifted over time, will be assessed. The last section will examine contemporary women and health care issues, analyzing both continuities and changes since the nineteenth century. The focus will be on the social policy issues these movements have raised: abortion, birth control, sterilization abuse, world-wide drug experimentation on women, the physician-woman patient relationship, alternative forms of healing.

Open by permission of the instructor.

Ms. Reverby

The four courses listed above may be used to satisfy the Group B¹ distribution requirement.

The following courses are available in Women's Studies. Other courses are available each semester through cross registration with MIT.

Anthropology 269 (1)

The Anthropology of Sex Roles, Marriage, and the Family

Art 233 (1)*

Domestic Architecture and Daily Life
Not offered in 1983-84.

Black Studies 212 (2)**

Black Women Writers

Black Studies 222 (1)

Images of Blacks and Women in American Cinema

Black Studies 230 (2)***

Black and Third World Women

Black Studies 345 (2)

Seminar. Issues in Third World Development

Classical Civilization 252 (2)* ***

Women in Antiquity

Economics 241 (1)

The Economics of Personal Choice

Education 206 (1)

Women, Education and Work

Education 312 (2)* 1**Seminar. History of Child Rearing and the Family
Not offered in 1983-84.**English 150 (1)**

American Women Writers of the Short Story

English 320 (2)

Women in Literature, Culture, and Society

English 387 (2)

Seminar. Topic for 1983-84: George Eliot

Extradepartmental 330 (1)The Alienated Heroine in Contemporary World
Literature**French 304 (1)***

The French Novel in the Eighteenth Century

French 319 (1)Women, Language, and Literary Expression.
Twentieth-Century Women Writers in France**German 206**Nineteenth-Century Literature: Women from
Romanticism to Realism
Not offered in 1983-84.**German 208**Literature since 1945: Women and Women
Authors in the Two Germanies
Not offered in 1983-84.**History 150d (2)**

Henry VIII: Wives and Policy

History 257 (2)

Women in American History

History 348 (1)Seminar. Women, Work and the Family in Euro-
pean History, 1700 – Present
Not offered in 1983-84.**History 351 (2)**Seminar. The "Woman Question" in Victorian
England
Not offered in 1983-84**Italian 304 (1)**

Women Writers in Modern Italy

Language Studies 238 (2)Linguistic Analysis of Social and Literary
Expression
Not offered in 1983-84.**Medieval/Renaissance Studies 315 (1)**

Women in the Middle Ages. Images and Voices

Philosophy 227 (1)

Philosophy and Feminism

Political Science 320 (2)

Seminar. Law and Social Change

Political Science 349 (2)

Seminar. Feminist Political Theory

Psychology 303 (1)

The Psychological Implications of Being Female

Psychology 317 (2)

Seminar. Psychological Development in Adults

Psychology 325 (1)Seminar. History of Psychology
Women in the Early Period of American
Psychology**Psychology 327 (2)**The Psychology of Vocational Choice and
Personnel Selection**Psychology 340 (1)**

Seminar. Organizational Psychology

Religion 302 (1)

Seminar. Women in Asian Religions

Sociology 111 (1)

Sociology of the Family

Sociology 311 (2)

Seminar. Family Studies

Spanish 310 (1)

Latin American Women Writers

Theatre Studies 212 (1)*

Images of Women in the Drama

Extradepartmental

The following section includes several separate courses of interest to students in various disciplines.

- * Course may be elected to fulfill in part the distribution requirement in Group A
- ** Course may be elected to fulfill in part the distribution requirement in Group B¹ or B² as designated.
- *** Course may be elected to fulfill in part the distribution requirement in Group C

Extradepartmental Courses

112 (2)* * Evolution: Change Through Time**

Study of the concepts of evolution in the physical and biological world and their impact on man's view of himself, his place in nature, and his expectations for future change. Evidence for origins and change in the universe, the earth, and life forms. Consideration of the historical development of evolutionary concepts will provide the opportunity to examine the manner in which scientific concepts are formulated, revised, and restated; what it means to be "objective" in science; and the degree to which preconceived ideas affect what we observe, record, and accept in science. Two periods for lecture and a two-period demonstration section. Meets the Group C distribution requirement as a non-laboratory unit but does not count toward the minimum major in any Group C department. Open to freshmen and sophomores; to juniors and seniors by permission.

Miss Webster

119 (2)* History of Science: Scientific Ideas and World Views

A course designed for students whose technical knowledge of science is limited, but who wish nevertheless to examine some of the scientific ideas which have shaped man's ideas of himself and his universe. Films from Jacob Bronowski's *Ascent of Man* series will provide a perspective for examining the contributions of such scientists as Newton, Darwin, and Einstein to the science of their time as well as to our own. Critical evaluation of the portrayal of scientific ideas and their impact in historical accounts, biography and film. (There will be film showings outside of class hours.)

Open to all students.

Not offered in 1983-84.

Miss Webster

121 (2) Into the Ocean World

An introduction to the many disciplines that touch on the sea - the marine sciences, maritime history, marine politics and economics, marine art and literature. Team-taught by specialists in these areas, the course is designed to highlight the sea's complexity and the far-reaching consequences of our interactions with it. No prerequisites. Offered by the Massachusetts Bay Marine Studies Consortium.

Open to two students by permission of the Consortium representative, Mr. Andrews.

122 (1) A History of Seafaring

An introductory historical survey of maritime transportation, trade, travel, exploration, and warfare, based on maritime archaeology. Course materials focuses upon the remains of shipwrecks from the traditional historical periods, as seen within the broader context of the cultures and societies which produced them. No prerequisites. Offered by the Massachusetts Bay Marine Studies Consortium.

Open to two students by permission of the Consortium representative, Mr. Andrews.

125O (2) Extradepartmental 125

An individual tutorial in expository writing, taught by juniors and seniors from a variety of academic departments. An opportunity to tailor reading and writing assignments to the student's particular needs and interests. Permission of the Writing Coordinator required.

Ms. Stubbs, Dept. of English

216 (2) Mathematics for the Physical Sciences

Mathematical preparation for intermediate and advanced physical science courses. Topics include: vector analysis; field theory, with the divergence and Stoke's theorems; ordinary and partial differential equations; Fourier series. Topics such as diagonalizing matrices and using statistical distribution functions included as time permits. No laboratory.

Prerequisite: Physics 104 or 105 or 110 or by permission of the instructor and Mathematics 116.

Mr. Snyder

217 (2) Preparing for 1984: Ideology, Power and Control

An anthropological study of the variety of processes by which societies steer or direct behavior. Indirect controls – such as gossip, shame, and ridicule – will be studied in societies with and without centralized governments; and direct controls will also be examined from an anthropological point of view. Examples supplemented by historical analysis. The course is intended to be useful for students of religion, law, medicine, sexuality, economics, and politics.

Open to all students.

Ms. Nader

226 (1) History of Science: Historical Foundations of Modern Science

A course designed for students who have completed their introduction to science and who wish to put some aspects of that knowledge into historical perspective, emphasizing the historical development rather than the textbook version of scientific ideas, and the context – historical, political, economic, and philosophical – of pivotal episodes. The latter will be selected as much as possible to reflect the interests of the students electing the course. With this introduction to history of science as a discipline and with several case histories from different sciences as models, students will design research projects in the history of science reflecting their particular areas of interest and expertise. Students will present their projects orally and in final papers.

Prerequisite: three units in Group C, at least one of which is with laboratory. Open to juniors and seniors, and to sophomores by permission of the instructor.

Not offered in 1983-84.

Miss Webster

231 (2) Interpretation and Judgment of Films

Close analysis of masterpieces of film art, drawn from the work of such directors as Eisenstein, Chaplin, Keaton, Dreyer, Ophuls, Welles, Bergman, Fellini, Godard, and Antonioni. Many short written assignments. Frequent screenings in the early part of the week of the film under discussion; students are required to see each film at least twice.

Open to all students.

Mr. Garis

234 (1) Contributions of Third World Writers to the Literatures of Romance Language

Examination of the contributions of selected Afro-Hispanic, Afro-Brazilian, African and Asian writers to the Romance Languages. Focus on Juan Latino, Senghor, Oyono, Laye, Cung Giu Nguyèn, Rizal, El Inca Garcilaso Benito Juárez, Rubén Darío, Césaire, Briere, Damas, Machado de assis, Nicolás Guillén, Lourdes Casal and Hortensia Ruiz del Vizo. Lectures and discussions in English. Readings in the original languages with translations.

Open to all students.

Mrs. Carter

308 (1-2) Seminar for Materials Research in Archaeology and Ethnology 2

Topic for 1983-84: Mathematics and Computers in Archaeological Data Analysis.

Use of mathematics, statistics, and computer technology in the management and analysis of archaeological data. Topics include file processing, simple programming, statistical packages, basic descriptive statistics, research design and sampling, multivariate methods, and simulation. Uses and misuses of mathematical methods for archaeological interpretation and theory building. Open by permission of the instructor.

Mr. Cowgill

330 (1) The Alienated Heroine in Contemporary World Literature

The study of female exclusion from the main-stream of human achievement as observed in 20th-century novels written by and about women: *The Quest for Christa T.* (Germany); *Mrs. Dalloway*, Virginia Woolf (England); *Remembrance of Things to Come*, Elena Garro (Mexico); *Moderato, Cantabile*, Marguerite Duras (France); *History*, Elsa Morante, (Italy). All works will be read in English. The course will pay close attention to texts which portray the female protagonist in relationship to society. Alienation and quest for selfhood that women feel in their lives as well as representation of these experiences in literature will be studied.

Prerequisite: one Grade II course in any literature.

Ms. Agosín

331 (2) Seminar. The Theatre since 1945

Comparative study of the major innovative forms of contemporary drama from the works of Beckett, Brecht, and Artaud to the most recent theatrical experiments in Europe and America. New critical approaches and playwriting encouraged.

Open by permission of the instructor to juniors and seniors.

Not offered in 1983-84.

Mr. Stambolian

334 (1) Seminar. The Autobiographical Impulse in Photography, Writing, and Speaking

An interdisciplinary study of the human desire to reveal, explore, and record the individual's self, body, and world. Attention will be given to the sources of this desire, the cultural factors that resist or shape it, the various languages and forms it adopts, and the personal and political uses to which it is put. Among the artists and thinkers studied are: Barthes, Beckett, Ingmar Bergman, Foucault, Freud, Violette Leduc, Rousseau, Lucas Samaras, Proust, and selected photographers. Students will be required to complete a short autobiographical project.

Open to juniors and seniors by permission of the instructor.

Mr. Stambolian

Experimental Courses

According to College legislation, the student-faculty Committee on Educational Research and Development has the authority to recommend experimental courses and programs to Academic Council. Faculty members and students are invited to submit their ideas to the Committee. The following are the experimental courses:

Technology Studies Program

The Technology Studies Program offers students whose primary interests lie in the humanities and social sciences opportunities to develop the skills necessary to understand and evaluate technological innovations through a structured sequence of courses. The experimental program will eventually contain 12-14 courses with such diverse topics as design and distribution of technological artifacts, nuclear power, artificial intelligence, computer modeling of music, demography and social planning, genetic engineering and medical ethics. Students will be able to elect a complement in Technology Studies in addition to their major in an existing department or interdepartmental program.

Mr. Flanagan, Director of the Program

100 (1-2) Introduction to Technology Studies

A two-semester course introducing mathematical and reasoning skills necessary to understand and evaluate technological innovations. This course will cover processes of technological thinking and evaluation, historical patterns of technological development, mathematical and statistical modeling of physical and social systems, and hands-on experience with simple devices. These subjects will be taught in the context of such topics as amniocentesis, optical and acoustical range finders, political campaigning, archaeological dating, and population density. Credit will be given only upon completion of both semesters. No distribution credit will be given. Open to all students.

*Mr. Ducas, Mr. Grant, Mr. Shuchat,
Mrs. Silbey*

240 (2) Twentieth-Century Music: Analysis and Performance

This course will examine the relation between analysis and performance of music from the modern period. The course will focus on the evolution of compositional procedures from the late 19th century to the present and will explore the implications of such procedures for the performer.

Corequisite: Music 199, 299, or 344.

Ms. Shapiro

310 (2) Translation in Theory and Practice

A consideration of some notable theories of translation as tested out on some celebrated and interesting examples. Accordingly, work will include both analysis of essays on the theories and principles of translation and comparison of multiple translations of particular literary texts.

Prerequisite: one Grade III course in a Romance, Germanic, or classical language, or by permission of the instructor.

Mr. Rosenwald

325 (2) Seminar. The Art and Politics of the Nude

An interdisciplinary study of the nude in Western culture as an expression of contending myths and ideologies with emphasis on its relation to contemporary social and artistic values. Painting, photography, and popular imagery will be examined in conjunction with a broad range of literary, psychological, and philosophical texts selected to foster debate and to provide new methods of inquiry and analysis.

Open to juniors and seniors by permission of the instructors.

Ms. Janis, Mr. Stambolian

**330 (2) Seminar. Discourse Analysis:
Toward a Science of Texts**

Historically the study of language has been linked on the one hand to literary studies and on the other to phonetic, syntactic, and semantic analysis in linguistics and psycholinguistics. Those fields are gradually being integrated into a cross-disciplinary science of texts (e.g., conversations, stories) that calls upon disciplines as diverse as artificial intelligence, sociology, and philosophy. The goals and methods of discourse analysis will be investigated through the new field's contributions to narrative, humor, and metaphor research.

Open to juniors and seniors.

Mr. Grimaud



The Writing Program

For many years Wellesley had a required two-semester course in expository writing, taught by a separate department, and faculty, of English Composition. In 1947 the Department of English Composition and the Department of English Literature were amalgamated into a single Department of English, which carried on the teaching of the writing course. In 1965 the required course was reduced to one semester, and in 1968 even this was eliminated, replaced only by what the catalogue of 1968 expressed as an "expectation" that students "use good English in their written work in all departments."

Since then, it has become clear that for a number of reasons, including the general changes in secondary education and the greater diversity of backgrounds among Wellesley students, such a general expectation is unjustified. Accordingly, in 1983 the College gave some force and focus to expectation by reinstalling a required writing course, Writing 125, which will be taught by faculty from many different departments. All freshmen entering Wellesley in the academic year 1983-84 or afterwards must take Writing 125. There are no exemptions.

Transfer students must also satisfy the writing requirement. They may do so by taking Writing 125 or by showing that they have taken equivalent instruction at another college or university.

Writing 125 emphasizes writing as a tool of inquiry, in the belief that clear writing and clear thinking go hand in hand. Students will receive instruction in the use of a manual of grammar and style, in organization and argument, in revision, and in the acknowledgement of sources. Most sections will concentrate on a single topic. The Writing Program draws its topics and teachers from many fields, recognizing that although the need for training in writing is uniform, the interests and inclinations of students are not.

Although in all sections the writing exercises will be frequent and short, some sections may move gradually towards the composition of a longer paper on a subject of the student's choice. The format will vary from section to section, but many will be taught as workshops affording students an opportunity to read and comment on each other's work.

Below are short descriptions of the Writing 125 sections offered in 1983-84. Freshmen are invited to indicate a list of preferences, and these preferences will be honored so far as it is possible.

First Semester Sections

125A (1) Turning Points in Astronomy

A course built around the important events and individuals in the history of modern astronomy. The material will come from the work of Ptolemy, Copernicus, Kepler, Newton, Shapley, Hubble, and others. The material lends itself to papers at a variety of technical levels and should accommodate the interests and goals of many students.

Mr. Birney, Department of Astronomy

125B (1) The Human Life Cycle in Case History, Life History, and Biography

Using the Eriksonian concept of the life cycle as a model, this course will explore the continuity and the complexity of psychological development in lives over time. The influence of unconscious themes and the interdependence of the life stages will be examined. Particular attention will be paid to issues of identity and identity confusion in women's and men's experience. Sources will include psychoanalytic case material, first-person reflections of "ordinary people," and biographies.

Ms. Daniels, Department of Psychology

125C (1) Writers of the Abolitionist Movement

Essays and speeches by men and women working or wishing to abolish slavery in the U.S. during the 1830s-1860s. The major readings will come from the works of Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe, and Sojourner Truth, all of whom stoked the fire of the Abolitionist Movement for several decades; some attention will be given to the much fainter stirrings of doubt in the minds of Southern owners like Mary Chesnut. Student papers will analyze the successes and failures of logic and persuasion in the context of the political, economic, and social pressures of the pre-Civil War period.

Ms. Robinson, Department of English

125D (1) Questions of Travel

Some mythic and some personal voyages. The weekly writing will be expository; the readings are literary: *The Odyssey*, Homer; *The Tempest*, Shakespeare; *Gulliver's Travels*, Swift; "Europe," Henry James; "Ulysses," Tennyson; "World as Meditation" and "The Idea of Order at Key West," Wallace Stevens; *Geography III*, Elizabeth Bishop

Mrs. Eges, Department of English

125E (1) The City and the Suburb

Studies in the complex beauties of the gritty city and the genteel suburb. Personal observations of Boston and the town of Wellesley will be supplemented by readings from Shakespeare (*As You Like It*), the Venturis (*Learning from Las Vegas*), Joyce (*Dubliners*), and others.

Mr. Finkelpearl, Department of English

125F (1) Americans in Fiction and Photographs

In this course we will talk and write about photographs and short stories, as a way of examining and developing our skills at interpreting American faces and American behavior.

Mr. Garis, Department of English

125G (1) Poignance

The Epic of Gilgamesh, the story of Adam and Eve, the *Golden Ass*, and other stories from ancient times which strike the heart, because what they say or show seems so essential to our condition, and so permanently sad or funny. The writing will be about why these stories do not die.

Mr. Gold, Department of English

125H (1) Writers of Conscience

Among the challenges of writing is that of arguing convincingly from a passionately held position of conscience. Students will develop their awareness of this skill by reading and evaluating controversial writers of conscience, as well as by writing such arguments themselves. Essays and fiction, by Joan Didion, Hannah Arendt, Martin Luther King, Jr., James Baldwin, George Orwell, Adrienne Rich, Flannery O'Connor, John Cheever, James Thurber, Grace Paley, and Isaac Babel.

Ms. Hellerstein, Department of English

125J (1) The Late Sixties: America in Crisis

"You can see why I believe so deeply in the American dream." (Richard M. Nixon, August 1968, Miami.)

Mr. Layman, Department of English

125L (1) The Huck Finn Tradition

Narratives of exploration and spiritual discovery, including Mark Twain's *Huckleberry Finn* and a few of its descendants, such as J.D. Salinger's *Catcher in the Rye*, Frank Conroy's *Stop-time*, Robert Pirsig's *Zen and the Art of Motorcycle Maintenance*, Ernest Hemingway's *In Our Time*, and Jonathan Raban's *Old Glory*.

Mr. Peltason, Department of English

125M (1) Comparisons and Contrasts

Practice in writing critical analyses of paired sets of literary works, mainly poems and stories, by Wordsworth, Whitman, Frost, James, Cather, Faulkner. Mandatory credit/noncredit.

Mr. Quinn, Department of English

125N (1) Fairy Tales

The course will examine several familiar tales from a variety of perspectives (literary, historical, psychological) in an attempt to define the artistry and appeal of fairy tales. Close study of the structure and details of each tale will be used both to further an understanding of the tale and to foster an appreciation of design and supporting detail in all writing – creative and expository.

Ms. Reimer, Department of English

125O (1) The Greek Tragic Vision

Man's struggle with the gods, society, and himself, as seen in selected plays by Aeschylus, Sophocles, and Euripides, the founders of Western drama. All plays will be read in English translation, with focus on both the universality of the issues raised and the characteristically Greek ways the tragedians approach them.

Mr. Starr, Department of Greek and Latin

125Q (1) Messages

Basic instruction in writing, revising, and editing essays, designed especially for the student lacking confidence in writing, or experience in writing academic prose, or both. The emphasis in class will be on developing ideas and refining them in words on paper; individual attention, as needed, to problems with the mechanics of writing and usage. Permission of the Writing Coordinator required.

Ms. Stubbs, Department of English

125R (1) Gender Advertisements

Interpreting and criticizing the verbal and pictorial images of women presented by popular art and by advertisements, particularly in the fashion press. Sources will include Roland Barthes (*Mythologies* and *Système de la mode*), Erving Goffman (*Gender Advertisements*), Anne Hollander (*Seeing Through Clothes*), Vogue, Harper's Bazaar, and *Cosopolitan*.

Mr. Tyler, Department of English

125S (1) Peasants, Politics, and Revolution

The study of the political and social conditions of peasants in a variety of modern and traditional societies.

Ms. Wasserspring, Department of Political Science

125T (1) Introduction to Economic Thinking

Analysis of classic texts in economics, from Adam Smith to Karl Marx to Charlotte Perkins Gilman to Milton Friedman. Central themes investigated will include the historical development of economic thinking, the social and political context surrounding economic theorizing, debates between economists, and the relationship between theoretical and popular economic writing. Mandatory credit/noncredit.

Ms. Matthaei, Department of Economics

125U (1) Milestones in Chemistry

Glimpses of discoveries and discoverers in chemistry, not from textbooks nor from technical accounts, but from essays, biographies, and films. The readings will help students discern what constitutes effective popularization, and the writing will be practice in communicating science to the general reader. In order to ensure some familiarity with fundamental chemical ideas and terms, there is a prerequisite of high school chemistry.

Miss Webster, Department of Chemistry

125V (1) Civilization and its Discontents

Analysis of Freud's essay, as well as related works on Freud (Philip Rieff's *Freud: the Mind of the Moralist*) and society (Norman Mailer's *Armies of the Night*).

Mr. Bidart, Department of English

Second Semester Sections**125B (2) Education and the Popular Press**

An examination of the great attention given to youth, delinquency, and schooling by journalists and social commentators writing for popular magazines, like *Harper's* and *The New Republic*, in the last 100 years. The writers will include Charles Dickens, John Dewey, Walter Lippman, Randolph Bourne, H.L. Mencken.

Ms. Brenzel, Department of Education

125C (2) Richard The Lion-Hearted in History and Legend

An introduction to the great issues of life and death, love and war, politics and religion during the second half of the twelfth century in England, France, and the "kingdoms beyond the Sea" through a study of the life and career of one of medieval Europe's most famous figures.

Mr. Cox, Department of History

125D (2) Questions of Travel

Some mythic and some personal voyages. The weekly writing will be expository; the readings are literary: *The Odyssey*, Homer; *The Tempest*, Shakespeare; *Gulliver's Travels*, Swift; "Europe," Henry James; "Ulysses," Tennyson; "World As Meditation" and "The Idea of Order at Key West," Wallace Stevens; *Geography III*, Elizabeth Bishop.

Mrs. Eges, Department of English

125E (2) Words About Music

Music has been called the universal language, the doorway to the infinite, and the invisible landscape of the soul. The qualities that have brought music this kind of praise make it difficult, in fact, to describe music in concrete terms. Students in this course will investigate and imitate various ways – analytical, critical, biographical, philosophical, poetic, and fantastical – of talking and writing about music and musicians.

Mr. Fisk, Department of Music

125F (2) Writing About Women

An exploration – in novels, documents, and critical essays – of women's lives in 19th-century England.

Ms. Harman, Department of English

125G (2) Keeping the Arts Alive

"All the arts live by words. Each work of art demands its response; and the urge that drives man to create – like the creations that result from this strange instinct – is inseparable from a form of 'literature' whether written or not, whether immediate or premeditated." Paul Valéry's observation will guide this course, which is designed to help students develop a critical frame of mind and gain freedom in written expression about artistic thinking. Original works in museums and collections spanning many periods and media, as well as selected critical texts by many kinds of writers, will stimulate the discussion and written exercises.

Ms. Janis, Department of Art

125H (2) Pioneers: Women on the Nineteenth-Century American Frontier

In American legend, she stands resolutely cheerful, determined, and fearless, holding a baby in one arm and a rifle in the other. In reality she often felt lonely, frightened, and bitterly disappointed. This course will examine the pioneer women during the transcontinental journey, the settlement of the Plains, the Far West, and the Southwest, and the maturation of frontier community life. Special attention will be paid to the cross-currents of cultural retention and change in the wilderness: did pioneers become "New Women?"

Ms. Jones, Department of History

125J (2) The American Dream Reconsidered

A critical examination of the resiliency of some traditional American values – such as liberty, equality, free enterprise, national security, and the nuclear family – in a society whose everyday language includes terms like genetic engineering, behavior modification, corporate capitalism, nuclear weaponry, and sexism.

Mr. Marini, Department of Religion

125L (2) High, Low, and Middle: American Culture in the '50's

An inquiry into different levels of taste in American literary culture. Readings will be drawn from popular successes and now recognized classics of poetry, drama, fiction, and journalism; among the writers will be Nabokov, Robert Lowell, Flannery O'Connor, and Ginsberg.

Mrs. Sabin, Department of English

125M (2) Environmental Psychology

This course will examine the influence of the physical environment on behavior and feelings. There will be emphasis upon the relationship of children to their environment, and issues will include privacy in the home, playground design, and the urban setting. Systematic observation will be used to examine concepts such as territoriality. Readings will include both scientific studies and descriptive accounts. Mandatory credit/noncredit.

Mr. Schiavo, Department of Psychology

125N (2) Messages

Basic instruction in writing, revising, and editing essays, designed especially for the student lacking confidence in writing, or experience in writing academic prose, or both. The emphasis in class will be on developing ideas and refining them in words on paper; individual attention, as needed, to problems with the mechanics of writing and usage. Permission of the Writing Coordinator required.

Ms. Stubbs, Department of English

125O (2) Extradepartmental 125

For description and prerequisite see Extradepartmental 125O.

Cambridge Humanities Seminar

The Cambridge Humanities Seminar is a collaborative effort by universities in the Boston - Cambridge area to enrich and diversify their interdisciplinary offerings in the humanities at an advanced level. The program is centered at the Massachusetts Institute of Technology and offers subjects to students in the humanities at participating institutions during the last two years of undergraduate and the first two years of graduate work, in an area of scholarship periodically determined by its membership. The program currently involves faculty in literature, history, philosophy, and fine arts. Its current subject is the idea of the past as it plays a role in the study of various cultural activities. All subjects have limited enrollment.

Semester I 1983-84

Issues in Literary Interpretation

Examination of the ways in which issues arising in the interpretation of dreams, folk tales, sacred texts, works of visual art, and primitive cultures have influenced the practice of interpreting literary and narrative texts. Readings include Freud, T.S. Eliot, Empson, Lévi-Strauss, Derrida, Barthes, Gombrich, Panofsky, Walter Benjamin.

Mr. Kibel (MIT)

American Television: A Cultural History

Television's evolution as a system of story-telling and myth-making, studied from anthropological, literary, and cinematic perspectives. The course centers on prime-time commercial broadcasting but also examines theoretical perspectives as well as the medium's technological and economic history.

Open by permission of the instructor.

Mr. Thorburn (MIT)

Semester II 1983-84

Problems in Twentieth-Century Art and Philosophy

Twelve major painters of the last 100 years, from Manet to Olitski, studied. Equal emphasis given to their stylistic development through a close study of individual paintings and to the critical issues raised by their work, especially as these issues relate to the history of Modernist thought. Readings include writings of the artists themselves, as well as relevant critical and philosophical texts. Same course as Philosophy 328. Not offered in 1983-84.

Mrs. Stadler

On Quality in Art

An exploration of recent and older attempts at formalizing critical and comparative judgments of works of visual art, tracing the subject back to its roots in the isolation during the 16th century of a distinct aesthetic realm, in order to investigate the extent to which objectivity of such judgment can be arrived at. Readings will be coordinated with analysis of art works to which they refer. Authors include selections from Vassari, Winckelmann, Baudelaire, Burckhardt, Hildebrand, Meier-Graefe, Berenson, Roger Fry, Apollinaire, Breton, Focillon, Panofsky, Gombrich, Jacob Rosenberg, Rhys Carpenter, James Ackerman.

Mrs. Martin (Boston University)

Literature in Translation

Students should note that a number of foreign language departments offer literature courses in translation. All material and instruction is in English and no knowledge of the foreign language is required for these courses. The following courses are available in 1983-84:

Chinese 106 (1)

Introduction to Chinese Culture

Chinese 141 (2)

China on Film

Chinese 241 (2)* **

Chinese Poetry and Drama in Translation

Chinese 242 (2)* **

Chinese Fiction in Translation

Classical Civilization 104 (2)**

Classical Mythology

Classical Civilization 203

Greek Drama in Translation

Classical Civilization 243 (1)* ***

Roman Law

Classical Civilization 244 (1)* ***

Sport and Ancient Society

Classical Civilization 246 (1)* 1**

Ancient Medicine

Classical Civilization 251 (1)* 1**

Ancient Science

Classical Civilization 252 (2)* ***

Women in Antiquity

French 220 (2)

Proust and the Modern French Novel (in English)

German 226

Masterpieces of German Literature

Italian 211 (1)

Dante (in English)

Medieval/Renaissance 247 (2)

Arthurian Legends

Medieval/Renaissance 315 (2)

Women in the Middle Ages: Images and Voices

Russian 294 (2)

Contemporary Russian Fiction

Russian 295 (2)

Four Novels by Vladimir Nabokov

Extradepartmental 231 (2)

Interpretation and Judgment of Films

Extradepartmental 330 (1)

The Alienated Heroine in Contemporary World Literature

Extradepartmental 331 (2)

Seminar. The Theatre Since 1945

Extradepartmental 334 (1)

Seminar. The Autobiographical Impulse in Photography, Writing, and Speaking



Faculty and Administration



Faculty

Legend

- A** Absent on leave
- A 1** Absent on leave during the first semester
- A 2** Absent on leave during the second semester
- P** Part-time instructor

Frank Abetti^A

B.A., Duke University;
Ph.D., Yale University
Assistant Professor of French

Marie J. Adams^P

B.A., M.A., University of Chicago;
M.A., Ph.D., Columbia University
Associate Professor of Art

Marjorie Agosin

B.A., University of Georgia;
M.A., Ph.D., Indiana University
Assistant Professor of Spanish

Robin Akert

B.A., University of California (Santa Cruz);
M.A., Ph.D., Princeton University
Assistant Professor of Psychology

Jean Poole Alderman^P

B.A., University of Rochester;
M.A., Columbia University
Instructor in Piano

Mary Mennes Allen

B.S., M.S., University of Wisconsin;
Ph.D., University of California (Berkeley)
Professor of Biological Sciences

Teresa Louise Amott^A

B.A., Smith College;
Ph.D., Boston College
Assistant Professor of Economics

Harold E. Andrews III

B.A., College of Wooster;
M.A., University of Missouri;
Ph.D., Harvard University
Professor of Geology

Terrie Antico

B.A., Emmanuel College
Instructor in Physical Education
and Athletics

Lilian Armstrong

B.A., Wellesley College;
A.M., Radcliffe College;
Ph.D., Columbia University
Professor of Art

Louis Arnold^P

Longy School of Music
Instructor in Guitar

Claudette Asselin^P

B.A., Smith College;
M.A., Ph.D., Columbia University
Assistant Professor of Italian

Jerold S. Auerbach

B.A., Oberlin College;
M.A., Ph.D., Columbia University
Professor of History

Khin Aung

M.A., Kent State University
Laboratory Instructor in Physics

Heather Barber

B.S., St. Lawrence University;
M.S., Pennsylvania State University
Instructor in Physical Education
and Athletics

Paul Barringer^P

B.A., Bard College
Instructor in Jazz Piano

Evelyn Claire Barry

A.B., A.M., Radcliffe College
Professor of Music

Paul Rogers Barstow

B.A., Williams College;
M.F.A., Yale University
Professor of Theatre Studies
Director, Wellesley College Theatre

Robin Bartlett

A.B., Western College for Women,
M.A., Ph.D., Michigan State University
Visiting Associate Professor of Economics

Grace Baruch^P

A.B., Radcliffe College;
A.M.T., Harvard University;
Ph.D., Bryn Mawr College
Associate Professor of Psychology

Ann Streeter Batchelder

B.A., Wheaton College;
M.Ed., Framingham State College,
Ed.D., Boston University
Associate Professor of Physical Education
and Athletics

Sandra R. Baum

B.A., Bryn Mawr College;
M.A., M.Phil., Ph.D., Columbia University
Assistant Professor of Economics

Connie Lynn Bauman

B.S., Illinois State University;
M.S., Arizona State University
Assistant Professor of Physical Education
and Athletics/Athletic Trainer

Stephanie Beal^P

B.M., San Francisco Conservatory
Instructor in Cello

Barbara R. Beatty^P

A.B., Radcliffe College;
Ed.M., Ed.D., Harvard University
Assistant Professor of Education

Donna Lee Beers

B.A., M.S., Ph.D., University of Connecticut
Assistant Professor of Mathematics

Carolyn Shaw Bell

B.A., Mount Holyoke College;
Ph.D., London University
Katharine Coman Professor of Economics

Priscilla Benson

B.A., Smith College;
M.S., Ph.D., Massachusetts Institute of
Technology
Assistant Professor of Physics

Brigitte Berger

M.A., Ph.D., The New School of Social
Research
Professor of Sociology

James R. Besanon

B.S., Yale University;
Ph.D., Massachusetts Institute of Technology
Associate Professor of Geology

Frank Bidart

B.A., University of California (Riverside);
A.M., Harvard University
Associate Professor of English

D. Scott Birney

B.S., Yale University;
M.A., Ph.D., Georgetown University
Professor of Astronomy

Ella P. Bones^A

B.A., Cornell University;
A.M., Radcliffe College;
Ph.D., Harvard University
Professor of Russian

Sheila Brachfeld-Child

B.A., Tufts University;
Ed.M., Boston University;
Ph.D., Brandeis University
Assistant Professor of Psychology

Ralph M. Bradburd^P

B.A., Columbia College;
Ph.D., Columbia University
Visiting Associate Professor of Economics

Barbara Miriam Brenzel

B.A., University of Toronto;
Ed.M., Ed.D., Harvard University
Assistant Professor of Education

Martin Alan Brody^A

B.A., Amherst College;
M.M., M.M.A., D.M.A., Yale University School
of Music
Assistant Professor of Music

Judith Claire Brown

B.A., Rice University;
Ph.D., University of California (Berkeley)
Professor of Physics

Barry Leonard Bull

B.A., Yale University;
M.A., University of Virginia;
M.A.T., University of Idaho;
Ph.D., Cornell University
Assistant Professor of Education

William E. Cain

B.A., Tufts University;
M.A., Ph.D., Johns Hopkins University
Associate Professor of English

Elizabeth Canella^P

B.A., Wellesley College
Instructor in Spanish

Margaret Deutsch Carroll^P

B.A., Barnard College;
A.M., Ph.D., Harvard University
Assistant Professor of Art

Marion Elizabeth Carter^P

B.A., Wellesley College;
M.A., Howard University;
M.A., Middlebury College;
M.S., Ph.D., Georgetown University;
Ph.D., Catholic University
Visiting Professor in Extradepartmental

Karl E. Case

A.B., Miami University;
A.M., Ph.D., Harvard University
Associate Professor of Economics

Maud H. Chaplin

B.A., Wellesley College;
M.A., Ph.D., Brandeis University
Professor of Philosophy
Dean of the College

Jonathan Cheek

B.A., George Washington University;
M.A., University of Texas (Austin);
Ph.D., Johns Hopkins University
Assistant Professor of Psychology

Pamela Chester

B.A., Wellesley College;
A.M., Harvard University
Instructor in Russian

Yung-chen Chiang^P

B.A., M.A., National Taiwan Normal University
Instructor in Chinese

Mary Jane Ciccarello

B.A., Barnard College;
M.A., Columbia University
Lecturer in Italian

Nancy Cirillo^P

Instructor in Violin
Director of Chamber Music Society

Robert Leslie Clair

B.A., Oberlin College;
M.A., Ph.D., University of California (Berkeley)
Assistant Professor of Physics

Anne de Coursey Clapp

B.A., Smith College;
M.F.A., Yale University;
A.M., Ph.D., Harvard University
Professor of Art

Suzanne Cleverdon^P

B.M., M.M., New England Conservatory of
Music
Instructor in Harpsichord and Continuo

Blythe McVicker Clinchy^A

B.A., Smith College;
M.A., New School for Social Research;
Ph.D., Harvard University
Associate Professor of Psychology

Barbara J. Cochran

B.S., M.Ed., Pennsylvania State University;
Ed.D., Boston University
Assistant Professor of Physical Education
and Athletics/Athletic Trainer

Neal Cohen^P

B.A., SUNY Center Stony Brook;
Ph.D., University of California (San Diego)
Assistant Professor of Psychology

Paul A. Cohen

B.A., University of Chicago;
A.M., Ph.D., Harvard University
Edith Stix Wasserman Professor of Asian Studies
and History

William F. Coleman

B.S., Eckerd College;
Ph.D., Indiana University (Bloomington)
Associate Professor of Chemistry

Ann Congleton^A

B.A., Wellesley College;
M.A., Ph.D., Yale University
Professor of Philosophy

Edith Cook

A.B., Wheaton College;
M.A., Ph.D., University of Rochester
Assistant Professor of Mathematics

Betsy Cooper

B.S., Ed.M., Boston University
Assistant Professor of Physical Education
and Athletics

Eugene Lionel Cox

B.A., College of Wooster;
Ph.D., Johns Hopkins University
Mary Jewett-Gaiser Professor of History

Mary D. Coyne

A.B., Emmanuel College;
M.A., Wellesley College;
Ph.D., University of Virginia
Professor of Biological Sciences

Martha Alden Craig

B.A., Oberlin College;
M.A., Ph.D., Yale University
Professor of English

Jean V. Crawford

B.A., Mount Holyoke College;
M.A., Oberlin College;
Ph.D., University of Illinois
Charlotte Fitch Roberts Professor of
Chemistry

Michael Crook

B.S., Queen Mary College, London University
Lecturer in Chinese

Lee J. Cuba

B.S., Southern Methodist University;
M.A., M.Phil., Ph.D., Yale University
Assistant Professor of Sociology

Roxanne Dale

B.A., Slippery Rock State College
Instructor in Physical Education
and Athletics

Pamela Daniels^P

B.A., Wellesley College;
A.M., Harvard University
Lecturer in Psychology
Dean, Class of 1985

Marsha J. Darling A1

A.A., City University of New York,
B.A., Vassar College;
M.A., Ph.D., Duke University
Assistant Professor of Black Studies

Jeanne A. Darlington

B.A., Knox College;
M.A., Wellesley College
Instructor/Laboratory Instructor in Chemistry

Judith Davies

B.A., Scripps College;
M.F.A., Temple University
Assistant Professor of Art

Jean DePamphilis

B.S., Cornell University;
M.S., Ph.D., University of Wisconsin (Madison)
Laboratory Instructor in Biological Sciences

Margaret A. Dermody

A.B., Emmanuel College,
M.A., Wellesley College
Laboratory Instructor in Biological Sciences

Louis S. Dickstein A

B.A., Brooklyn College;
M.S., Ph.D., Yale University
Professor of Psychology

Katheryn H. Doran

B.A., University of Pittsburgh,
M.A., University of North Carolina (Chapel Hill)
Instructor in Philosophy

William A. Drew A1

B.F.A., M.F.A., Rhode Island School of Design
Assistant Professor of Art

Theodore William Ducas

B.A., Yale University;
Ph.D., Massachusetts Institute of Technology
Associate Professor of Physics

Katharine Park Dyer A1

A.B., Radcliffe College;
M.Phil., Warburg Institute, University of London;
Ph.D., Harvard University
Assistant Professor of History

Howard Brook Eichenbaum

B.S., Ph.D., University of Michigan
Associate Professor of Biological Sciences

Dorothy Z. Eister

B.A., Hood College;
M.A., Mount Holyoke College
Research Assistant in Psychology

Sharon K. Elkins^P

B.A., Stetson University;
M.T.S., Harvard Divinity School;
Ph.D., Harvard University
Assistant Professor of Religion

Donald Engels

B.A., University of Florida;
M.A., University of Texas;
Ph.D., University of Pennsylvania
Assistant Professor of History and of
Greek and Latin

Joan Entmacher^P

B.A., Wellesley College,
J.D., Yale Law School
Lecturer in Political Science

Sumru Erkut^P

B.S., Middle East Technical University.
Ph.D., Harvard University
Lecturer in Psychology

Patricia M. Ewick^P

Instructor in Sociology

Doris Holmes Egyes^P

B.A., University of Michigan.
A.M., Radcliffe College
Lecturer in English

Peter Fergusson

B.A., Michigan State University;
A.M., Ph.D., Harvard University
Professor of Art

David Ferry A

B.A., Amherst College;
A.M., Ph.D., Harvard University
Sophie Chantal Hart Professor of English

Andrew Field P

B.A., Columbia College;
M.A., Columbia University;
Ph.D., University of Queensland
Kathryn W. Davis Visiting Professor in
Slavic Studies

Lorenz J. Finison P

A.B., Wesleyan University;
Ph.D., Columbia University
Associate Professor of Psychology

Philip Finkelpearl

A.B., Princeton University;
A.M., Ph.D., Harvard University
Professor of English

James Allen Finn

B.A., University of California (Berkeley);
M.A., Ph.D., Princeton University
Assistant Professor of Computer Science

Charles Fisk

A.B., Harvard College;
M.M.A., D.M.A., Yale University School of Music
Assistant Professor of Music
Instructor in Piano

Owen J. Flanagan, Jr.

B.A., Fordham University;
M.A., Ph.D., Boston University
Associate Professor of Philosophy
Director, Technology Studies Program

Phyllis J. Fleming

B.A., Hanover College;
M.S., Ph.D., University of Wisconsin
Sarah Frances Whiting Professor of Physics

Susan Ford

B.A., Connecticut College;
M.A.T., Brown University
Assistant Professor of Physical Education
and Athletics

Nan Burks Freeman

B.A., Smith College;
M.A., University of Pennsylvania;
Ph.D., Massachusetts Institute of Technology
Assistant Professor of Art

Richard G. French P

B.A., M.S., Ph.D., Cornell University
Assistant Professor of Astronomy

Alice T. Friedman A

A.B., Radcliffe College;
M.Phil., University of London;
Ph.D., Harvard University
Assistant Professor of Art

Robert Dean Frye A

A.B., M.A., Ph.D., University of Illinois
Assistant Professor of French

Laurel Furumoto

B.A., University of Illinois;
M.A., Ohio State University;
Ph.D., Harvard University
Professor of Psychology

Ann Gabhart

B.A., Wellesley College;
A.M., Harvard University
Lecturer in Art
Director, Wellesley College Museum

René Galand

Lic.-es-Lettres, University of Rennes;
Ph.D., Yale University
Professor of French

Robert Garis

B.A., Muhlenberg College;
A.M., Ph.D., Harvard University
Katharine Lee Bates Professor of English

Richard Garrett P

B.A., Susquehanna University;
M.A., University of Western Ontario;
Ph.D., Boston University
Assistant Professor of Philosophy

Elena Gascón-Vera

Lic., University of Madrid;
M.Phil., Ph.D., Yale University
Associate Professor of Spanish

Katherine Allston Geffcken A2

B.A., Agnes Scott College;
M.A., Ph.D., Bryn Mawr College
Professor of Greek and Latin

Anne Gillain

Licence de Lettres Classiques, Sorbonne,
Université de Paris;
Ph.D., Harvard University
Associate Professor of French

Arthur Ralph Gold

B.A., Princeton University;
A.M., Ph.D., Harvard University
Professor of English

Marshall Irwin Goldman

B.S., Wharton School, University of
Pennsylvania;
A.M., Ph.D., Harvard University
Class of 1919 Professor of Economics

Nelson Gore^P

B.M., New England Conservatory of Music,
M.M., Boston University
Instructor in Oboe

Maja J. Goth

Mittellehrerdipl., Oberlehrerdipl.;
Ph.D., University of Basel
Carla Wenckebach Professor of German

Mary Gottschalk^P

B.A., Principia College;
M.A., Stanford University
Instructor in German

Frances Gouda^A

C.Ed., Rijkspedagogisch Academie (Utrecht);
B.A., M.A., Ph.D., University of Washington
Assistant Professor of History

Robert Gough Jr.^P

A.B., Bates College;
A.M., Ph.D., Duke University
Lecturer in Economics

James Howard Grant

B.S., Grand Valley State College;
M.A., Ph.D., Michigan State University
Assistant Professor of Economics

Michel Grimaud

B.A., M.A., University of Aix-en Provence;
M.A., Ph.D., University of Wisconsin
Associate Professor of French

Arlene Grossman^P

B.F.A., M.F.A., Boston University
School of Fine Arts
Instructor in Art

Elinor Grumet

B.A., Queens College of CUNY;
M.A., Ph.D., University of Iowa
Assistant Professor of Religion

Vachik Hacopian

B.A., University of California,
M.S., University of Massachusetts
Laboratory Instructor in Biological Sciences

Wendy Hagen

B.A., Mount Holyoke College;
M.S., Ph.D., University of Hawaii
Assistant Professor of Astronomy

Jutta L. Hager

A.B., Radcliffe College;
A.M., Ph.D., Harvard University
Assistant Professor of Geology

David Haines

A.B., Earlham College;
Ph.D., University of Illinois
Assistant Professor of Chemistry

Ellen M. Hall

B.A., Smith College
Laboratory Instructor in Biological Sciences

Frances K. Hamilton^P

B.F.A., M.A.T., Rhode Island School of Design
Instructor in Art

Jyoti LaPeer Hansa^P

Instructor in Physical Education
and Athletics

Thomas S. Hansen

B.A., M.A., Tufts University;
Ph.D., Harvard University
Assistant Professor of German

Anne Harlan^P

B.A., University of Houston;
M.A., Ph.D., Ohio State University
Associate Professor of Psychology

Barbara Leah Harman

B.A., Tufts University,
M.A., Ph.D., Brandeis University
Associate Professor of English

Gary C. Harris

B.S., Bates College;
M.S., Ph.D., University of Massachusetts
Associate Professor of Biological Sciences

Adrienne Hartzell^P

B.M., New England Conservatory of Music
Instructor in Viola da Gamba
Assistant in Collegium Musicum

Bunny Harvey^{A1}

B.F.A., M.F.A., Rhode Island School of Design
Associate Professor of Art

Penny Hauser-Cram

B.S., Denison University;
M.A., Tufts University
Instructor in Psychology

Michael J. Hearn

B.A., Rutgers College;
M.S., M.Phil., Ph.D., Yale University
Associate Professor of Chemistry

Kathryn Hellerstein

B.A., Brandeis University;
M.A., Ph.D., Stanford University
Assistant Professor of English

Mae Gwendolyn Henderson

B.A., Carleton College;
M.A., M.Phil., Yale University
Instructor in Black Studies

David A. Hendricks^A

B.S., University of Toledo;
M.A., Bowling Green State University;
Ph.D., University of California (Berkeley)
Assistant Professor of Biological Sciences

Angela M. Heptner^P

Lic., Madrid University;
M.A., Middlebury College
Instructor in Spanish

William A. Herrmann

B.A., M.A., Ph.D., Columbia University
Professor of Music
Director of the Choir

Dorothy Hershkowitz^P

Instructor in Physical Education
and Athletics

Rosanna Hertz

B.A., Brandeis University;
M.A., Northwestern University
Instructor in Sociology

Sonja E. Hicks

B.S., University of Maine;
Ph.D., Indiana University
Professor of Chemistry

Ann Mary Hirsch

B.S., Marquette University;
Ph.D., University of California (Berkeley)
Associate Professor of Biological Sciences

Philip Steven Hirschhorn

B.S., Brooklyn College of CUNY;
Ph.D., Massachusetts Institute of Technology
Assistant Professor of Mathematics

Edward Craig Hobbs

Ph.B., S.T.B., Ph.D., University of Chicago
Professor of Religion

Mary V. A. Hoult

B.A., M.A., Wellesley College
Laboratory Instructor in Biological Sciences

Virginia Thorndike Hules^P

B.A., Wellesley College;
A.M., Ph.D., Harvard University
Assistant Professor of French

Stephen Hurley^P

B.M., Boston Conservatory of Music
Instructor in Voice

Jonathan B. Imber

B.A., Brandeis University;
M.A., Ph.D., University of Pennsylvania
Assistant Professor of Sociology

Weldon Jackson

B.A., Morehouse College;
Ph.D., Harvard University
Assistant Professor of Black Studies

Rachel Jacoff^{A2}

B.A., Cornell University;
A.M., M.Phil., Harvard University;
Ph.D., Yale University
Associate Professor of Italian

Stephanie W. Jamison^P

B.A., Vassar College;
M.A., M.Phil., Ph.D., Yale University
Assistant Professor of Language Studies

Owen Hughes Jander

B.A., University of Virginia;
A.M., Ph.D., Harvard University
Catherine Mills Davis Professor of Music

Eugenia Parry Janis

B.A., University of Michigan;
A.M., Ph.D., Harvard University
Professor of Art

Roger A. Johnson

B.A., Northwestern University;
B.D., Yale University;
Ph.D., Harvard University
Professor of Religion

Jacqueline Jones

B.A., University of Delaware;
M.A., Ph.D., University of Wisconsin
Associate Professor of History

Robert Jones^P

B.A., M.A., Brandeis University
Instructor in Black Studies

Saj-nicole Joni

B.A., M.A., Ph.D., University of California (San Diego)
Assistant Professor of Computer Science

William Joseph

B.A., Cornell University;
M.A., Ph.D., Stanford University
Assistant Professor of Political Science

Joseph Joyce

B.S., Georgetown University;
M.S., Ph.D., Boston University
Instructor in Economics

Marion R. Just

B.A., Barnard College;
M.A., Johns Hopkins University;
Ph.D., Columbia University
Professor of Political Science

Linda Kamas-Mefford

B.A., M.A., University of California (Los Angeles);
Ph.D., University of California (Berkeley)
Assistant Professor of Economics

Laurie Katz^P

Instructor in Physical Education
and Athletics

Nannerl O. Keohane

B.A., Wellesley College;
M.A., Oxford University;
Ph.D., Yale University
Professor of Political Science
President

Arjo Klamer

M.A., University of Amsterdam;
Ph.D., Duke University
Assistant Professor of Economics

Jonathan B. Knudsen

B.A., Michigan State University;
Ph.D., University of California (Berkeley)
Associate Professor of History

T. James Kodera

B.A., Carleton College;
M.A., M.Phil., Ph.D., Columbia University
Associate Professor of Religion

Elissa Koff

B.S., Queens College, CUNY;
M.S., Ph.D., Tufts University
Associate Professor of Psychology

Philip L. Kohl

B.A., Columbia University;
A.M., Ph.D., Harvard University
Whitehead Associate Professor of Anthropology

Douglas C. Kohn

Dipl., University of Belgrade;
B.A., Washington University;
M.A., University of Chicago
Instructor in French

Nancy Harrison Kolodny^A

B.A., Wellesley College;
Ph.D., Massachusetts Institute of Technology
Associate Professor of Chemistry

Joel Krieger

B.A., Yale College;
Ph.D., Harvard University
Assistant Professor of Political Science

Christopher Krueger

B.M., New England Conservatory of Music
Instructor in Flute

Jens Kruse

M.A., Indiana University;
Staatsexamen, University of Hamburg;
Ph.D., University of California (Los Angeles)
Assistant Professor of German

Gregg Owen Kvistad^P

B.A., University of Minnesota;
M.A., University of California (Berkeley)
Instructor in Political Science

James Leslie Ladewig

B.M., Northwestern University;
M.A., Ph.D., University of California (Berkeley)
Assistant Professor of Music
Director of Collegium Musicum

Yuan-Chu Ruby Lam^A

A.B., A.M., Ph.D., Harvard University
Assistant Professor of Chinese

Vaughan Langman

B.S., Colorado State University;
M.S., University of the Pacific;
Ph.D., University of Alaska
Assistant Professor of Biological Sciences

Vivian Klein Lawrence

B.A., Cornell University;
M.S., Ph.D., University of Washington
Assistant Professor of Mathematics

Beverly Joseph Layman^P

B.A., Roanoke College;
M.A., University of Virginia;
A.M., Ph.D., Harvard University
Professor of English

Seaver Lesley^P

B.F.A., M.A.T., Rhode Island School of Design
Assistant Professor of Art

Mary Rosenthal Lefkowitz^{A1}

B.A., Wellesley College;
A.M., Ph.D., Radcliffe College
Andrew W. Mellon Professor in the Humanities

Eric Levenson^P

A.B., Harvard College;
M.F.A., Brandeis University
Lecturer in Theatre Studies
Design Director, Wellesley College Theatre

Jesse Levine^P

Instructor in Trumpet

Andrea Gayle Levitt^A

B.A., Wellesley College;
M.A., M.Phil., Ph.D., Yale University
Assistant Professor of Linguistics and
of French

Judith T. Levy

A.B., Goucher College;
Ph.D., Johns Hopkins University
Associate Professor of Chemistry

Nancy Ruth Levy-Konesky

B.A., M.A., American University
Instructor in Spanish

Jeremy Lewis

B.A., Keble College, Oxford University;
Ph.D., Johns Hopkins University
Assistant Professor of Political Science

Mark H. Leymaster^P

B.A., Princeton University;
J.D., Yale Law School
Lecturer in Political Science

Elizabeth C. Lieberman^P

B.A., Wellesley College;
M.A., Brandeis University
Instructor/Laboratory Instructor in Chemistry

Helen T. Lin

B.S., National Taiwan University
Professor of Chinese

David Lindauer^{A2}

B.S., City University of New York
(City College);
A.M., Ph.D., Harvard University
Assistant Professor of Economics

Irene R. Little-Marenin^A

B.A., Vassar College;
M.A., Ph.D., Indiana University
Assistant Professor of Astronomy

William W. Liu^{A1}

Nankai University;
B.A., University of Tennessee
Assistant Professor of Chinese

James Herbert Loehlin^A

B.A., College of Wooster;
Ph.D., Massachusetts Institute of Technology
Professor of Chemistry

Douglas Long

B.A., Swarthmore College;
M.A., Princeton University
Instructor in Computer Science

Eleanor Lonske^P

B.S., Boston College;
M.S., Worcester State College
Lecturer in Computer Science
Associate Director, Academic Computing

Gabriel H. Lovett

B.A., M.A., Ph.D., New York University
Professor of Spanish

Barry Lydgate

B.A., M.Phil., Ph.D., Yale University
Associate Professor of French

Irina Borisova-Morosova Lynch

A.M., Ph.D., Radcliffe College
Professor of Russian

Kathryn L. Lynch

B.A., Stanford University;
M.A., Ph.D., University of Virginia
Assistant Professor of English

Molly Mack^P

B.A., Willamette University;
M.A., University of Vermont
Instructor in Psychology

Wendy MacNeil^P

B.A., Smith College;
M.A.T., Harvard University
Assistant Professor of Art

Martin Andrew Magid

B.A., Brown University;
M.S., Yale University;
Ph.D., Brown University
Assistant Professor of Mathematics

Sarah A. Magraw

A.B., Radcliffe College
Instructor in Physical Education
and Athletics

William Malone

B.M., Wichita State University;
M.M., New England Conservatory of Music
Instructor in Saxophone

Helen C. Mann

A.B., Fresno State College;
M.A., Wellesley College
Laboratory Instructor in Chemistry

Annick Mansfield

A.B., Radcliffe College;
Ph.D., Columbia University
Associate Professor of Psychology

Lisa A. Mantini

B.S. University of Pittsburgh;
A.M., Ph.D., Harvard University
Assistant Professor of Mathematics

Stephen Anthony Marini^P

A.B., Dickinson College;
Ph.D., Harvard University
Associate Professor of Religion

Elizabeth Marshall^A

B.S., St. Lawrence University;
Ph.D., Dartmouth College
Assistant Professor of Physics

Tony Martin

Barrister-at-Law, Gray's Inn;
B.S., University of Hull;
M.A., Ph.D., Michigan State University
Professor of Black Studies

Miranda Constant Marvin

B.A., Bryn Mawr College;
Ph.D., Harvard University
Associate Professor of Art
and of Greek and Latin

Julie Ann Matthaei^{A2}

B.A., University of Michigan;
M.A., M.Phil., Ph.D., Yale University
Assistant Professor of Economics

M. Cecilia Mattii

Dott. in Lett., University of Florence;
Ph.D., Harvard University
Assistant Professor of Italian

Glenda Medeiros^P

B.A., Catholic University of America;
M.Ed., Lesley College
Instructor in Physical Education
and Athletics

Ifeanyi A. Menkiti

B.A., Pomona College;
M.S., Columbia University;
M.A., New York University;
Ph.D., Harvard University
Associate Professor of Philosophy

Margaret V. Merritt

B.A., College of Wooster;
Ph.D., Cornell University
Assistant Professor of Chemistry

Sally Engle Merry

B.A., Wellesley College;
M.A., Yale University;
Ph.D., Brandeis University
Associate Professor of Anthropology

Jean Baker Miller

B.A., Sarah Lawrence College;
M.D., Columbia University
Professor of Psychology
Director, Stone Center for
Developmental Services and Studies

Linda B. Miller

A.B., Radcliffe College;
M.A., Ph.D., Columbia University
Professor of Political Science

Paul Mishler P

B.A., University of Massachusetts (Amherst);
 M.A., Boston University
 Instructor in History

Vicki E. Mistacco

B.A., New York University;
 M.A., Middlebury College;
 M.Phil., Ph.D., Yale University
 Associate Professor of French

Bernard G. Moran P

B.M., Boston University
 Instructor in French Horn

Rodney Morrison

B.S., M.A., Boston College;
 M.S., Ph.D., University of Wisconsin
 William R. Kenan Professor of Economics

Linda S. Moulton

B.S., Eastern Illinois University;
 M.S., Northeastern University
 Assistant Professor of Physical Education
 and Athletics/Athletic Director

Barbara F. Muise

B.A., Bates College;
 M.A., Smith College
 Laboratory Instructor in Biological Sciences

Katherine Murdock P

B.M., Boston University
 Instructor in Viola
 Director of Performance Workshop

Craig Murphy

B.A., Grinnell College;
 M.A., Ph.D., University of North Carolina
 (Chapel Hill)
 Assistant Professor of Political Science

Laura Nader

B.A., Wells College
 Ph.D., Radcliffe College
 Henry R. Luce Visiting Professor of Anthropology

Len M. Nichols

B.A., Hendrix College,
 M.A., University of Arkansas;
 M.S., Ph.D., University of Illinois
 Assistant Professor of Economics

Linda Normandeau P

B.A., University of Vermont
 Instructor in Physical Education
 and Athletics

Bruce Norton

B.A., University of Chicago;
 M.S., University of Wisconsin;
 Ph.D., University of Massachusetts (Amherst)
 Assistant Professor of Economics

Martha Nussbaum

B.A., New York University;
 A.M., Ph.D., Harvard University
 Associate Professor of Philosophy

Wellington Nyangoni P

B.A., University of Ghana;
 M.A., Ph.D., Howard University
 Associate Professor of Black Studies

Hazel F. O'Donnell P

B.Mus., M.Mus., Boston University
 Instructor in Voice

James F. O'Gorman A2

B.Arch., Washington University;
 M.Arch., University of Illinois (Urbana);
 A.M., Ph.D., Harvard University
 Grace Slack McNeil Professor of American Art

Timothy O'Neill

B.A., Claremont Mens College;
 M.A., Ph.D., University of California
 (Berkeley)
 Assistant Professor of Political Science

Robert L. Paarlberg

B.A., Carleton College;
 Ph.D., Harvard University
 Associate Professor of Political Science

Mario Pagnotta P

B.S., Fordham University;
 A.M., Harvard University
 Instructor in Chemistry

Louise Came Pappoutsakis P

Instructor in Harp

Carol Ann Paul

B.A., Keele University, Staffs., England
 Laboratory Instructor in Biological Sciences

Joanne Paul

B.S., Valparaiso University;
 M.S., Indiana University
 Assistant Professor of Physical Education
 and Athletics

Olga Pelensky P

B.A., Northern Illinois University;
 M.A., University of Chicago
 Instructor in English

Timothy Walte· Hopkins Peltason

A.B., Harvard College;
M.A., Ph.D., Yale University
Associate Professor of English

David Burrell Pillemer

B.A., University of Chicago;
Ed.D., Harvard University
Assistant Professor of Psychology
Director, Child Study Center

Isabelle C. Plaster

B.A., Wellesley College;
M.Mus., New England Conservatory of Music
Instructor in Bassoon and Assistant in
Chamber Music Society

Mary Platt

B.S., M.S., Florida State University;
M.A., Brandeis University
Instructor in Mathematics

Michael Poliakoff

B.A., Yale University;
B.A. (Hon.), Oxford University;
Ph.D., University of Michigan
Assistant Professor of Greek and Latin

Robert Polito

B.A., Boston College;
A.M., Ph.D., Harvard University
Assistant Professor of English

Charlotte Carroll Prather^P

B.A., Barnard College;
M.A., M.Phil., Ph.D., Yale University
Assistant Professor of German

Elinor Preble^P

B.Mus., New England Conservatory of Music
Instructor in Flute

Anne E. Preston

B.A., Princeton University;
A.M., Harvard University
Instructor in Economics

Kathryn Conway Preyer

B.A., Goucher College;
M.A., Ph.D., University of Wisconsin
Professor of History

Krzysztof Przytula

M.S., Technical University of Lodz;
M.A., University of Lodz
Lecturer in Computer Science

Ruth Anna Putnam

B.S., Ph.D., University of California (Los Angeles)
Professor of Philosophy

Patrick F. Quinn^P

B.A., M.A., University of Wisconsin;
Ph.D., Columbia University
Professor of English

William Quivers^P

B.S., Morehouse College;
S.M., Ph.D., Massachusetts Institute of
Technology
Assistant Professor of Physics

Sabine Raffy

License, Matrise, Doctorat Certificat,
University of Paris;
Ph.D., New York University
Assistant Professor of French

Teresa Rakowski-Harmstone^P

B.A., McGill University;
A.M., Ph.D., Harvard University
Kathryn W. Davis Visiting Professor of
Political Science

James Rash

B.A., University of Michigan
M.A., Ph.D., Princeton University
Assistant Professor of Greek and Latin

Robert J. Ratner

B.A., University of California (Los Angeles);
M.A., J.S., Hebrew Union College (Los Angeles);
Ph.D., Hebrew Union College (Cincinnati)
Assistant Professor of Religion

James Wilson Rayen^{A2}

B.A., B.F.A., M.F.A., Yale University
Elizabeth Christy Kopf Professor of Art

Gail Reimer

B.A., Sarah Lawrence College;
M.A., Ph.D., Rutgers University
Assistant Professor of English

Joy Renjilian-Burgy

A.B., Mount Holyoke College;
A.M., Harvard University
Lecturer in Spanish

Michele Respaud

Faculté des Lettres, Université de Montpellier;
M.A., Assumption College,
Ph.D., Brown University
Associate Professor of French

Susan M. Reverby

B.S., Cornell University;
 M.A., New York University;
 Ph.D., Boston University
 Assistant Professor of Women's Studies

Holly Baker Reynolds^A

B.A., Rockford College;
 M.A., Ph.D., University of Wisconsin
 Assistant Professor of Religion

John Grant Rhodes

B.A., M.A., Harvard University
 Instructor in Art

Jill Rierdan^P

B.A., M.A., Ph.D., Clark University
 Lecturer in Psychology

Eric Roberts^A

A.B., S.M., Ph.D., Harvard University
 Assistant Professor of Computer Science

Alice Birmingham Robinson

B.A., Wellesley College;
 A.M., Ph.D., Radcliffe College
 Professor of History

Sylvia Evans Robinson^P

B.A., Stanford University;
 M.A., Occidental College
 Instructor in English
 Dean, Class of 1986

Elizabeth Jane Rock

B.S., College of Mount St. Vincent;
 M.A., Smith College;
 Ph.D., Pennsylvania State University
 Arthur J. and Nellie Z. Cohen Professor
 of Chemistry

Lawrence Rosenwald

B.A., Columbia College;
 M.A., Ph.D., Columbia University
 Assistant Professor of English

Lorraine Elena Roses^A

B.A., Mount Holyoke College;
 A.M., Ph.D., Harvard University
 Associate Professor of Spanish

Thomas C. Rounds

A.B., Bowdoin College;
 Ph.D., Massachusetts Institute of Technology
 Assistant Professor of Chemistry

Elias N. Saad

B.A., M.A., American University of Beirut;
 Ph.D., Northwestern University
 Assistant Professor of History

Margery Sabin

A.B., Radcliffe College;
 A.M., Ph.D., Harvard University
 Professor of English

Elisabeth T. Scharlack^P

B.A., Wellesley College;
 M.A., University of Michigan
 Instructor in Art

Alan Henry Schechter

B.A., Amherst College;
 Ph.D., Columbia University
 Professor of Political Science

R. Steven Schiavo

B.A., Lehigh University;
 Ph.D., Columbia University
 Professor of Psychology

Susan Paterson Schmidt

B.A., Towson State University;
 M.F.A., Pennsylvania State University
 Assistant Professor of Art

Margaret Schreiner^P

A.B., Radcliffe College;
 M.T.S., Th.D., Harvard Divinity School
 Assistant Professor of History

Wynn Randy Schwartz

B.S., Duke University;
 M.A., Ph.D., University of Colorado
 Assistant Professor of Psychology

Michael Secor

Manager and Supervisor of
 Recreational Facilities

Lois Shapiro^P

B.Mus., Peabody Institute of Music;
 M.Mus., Yale University School of Music;
 D.Mus., Indiana University School of Music
 Instructor in Music and Piano

Bing Shaw

B.A., Wellesley College
 Teaching Assistant in Chinese

Martin Sherwin^P

B.A., Dartmouth College;
 Ph.D., University of California (Los Angeles)
 Barnette Miller Visiting Professor of History

Annemarie A. Shimony

B.A., Northwestern University;

Ph.D., Yale University

Professor of Anthropology

Alan Shuchat^A

B.S., Massachusetts Institute of Technology;

M.S., Ph.D., University of Michigan

Professor of Mathematics

Randy Shull^A

A.B., Humboldt State University;

M.S., University of New Hampshire;

A.M., Ph.D., Dartmouth College

Assistant Professor of Mathematics

Frederic W. Shultz

B.S., California Institute of Technology;

Ph.D., University of Wisconsin

Associate Professor of Mathematics

Marilyn Sides

B.A., M.A., University of Utah

Instructor in English

Susan S. Silbey^P

B.A., Brooklyn College;

M.A., Ph.D., University of Chicago

Assistant Professor of Sociology

Marion M. Smiley^P

B.A., Mount Holyoke College;

M.A., Princeton University

Instructor in Political Science

Dennis Smith^A

B.S., Ph.D., Loyola University

Assistant Professor of Biological Sciences

Elaine L. Smith^P

B.A., M.A., Wellesley College

Instructor/Laboratory Instructor in Chemistry

Mark Snyder

B.S., Massachusetts Institute of Technology;

M.S., Columbia University

Instructor in Physics

Sally Sommers-Smith^P

B.A., Grinnell College;

Ph.D., Tufts University

Assistant Professor of Biological Sciences

Alexia Henderson Sontag

B.A., Pacific Lutheran University;

M.A., Ph.D., University of Minnesota

Associate Professor of Mathematics

Ingrid Stadler

B.A., Vassar College;

A.M., Radcliffe College,

Ph.D., Harvard University

Professor of Philosophy

George Stambolian

B.A., Dartmouth College;

M.A., Ph.D., University of Wisconsin

Professor of French

Lisa Standley

B.S., M.S., Cornell University;

Ph.D., University of Washington

Assistant Professor of Biological Sciences

Howard Stanislawski^P

B.A., McGill University;

M.A., Ph.D., Brandeis University

Assistant Professor of Political Science

Raymond James Starr

A.B., University of Michigan;

M.A., Ph.D., Princeton University

Assistant Professor of Greek and Latin

Ann Kathryn Stehney^A

A.B., Bryn Mawr College;

M.A., Ph.D., State University of New York
(Stony Brook)

Professor of Mathematics

Edward A. Stettner

B.A., Brown University;

M.A., Ph.D., Princeton University

Professor of Political Science

Associate Dean of the College

Daniel Stillman^P

B.A., Brandeis University

Instructor in Recorder

Assistant in Collegium Musicum

Pamela G. Stone^P

A.B. Harvard University

Instructor in Physical Education
and Athletics**Todd Thomas Straus**

B.A., M.A., University of Iowa;

Ph.D., University of California (Berkeley)

Assistant Professor of French

Robert Strigich^P

B.A., M.A., University of California (Berkeley)

Lecturer in Music

Jonathan Strong^P

A.B., Harvard University

Lecturer in English

Marcia Stubbs^P

B.A., M.A., University of Michigan

Lecturer in English

Consultant in Expository Writing

Brian Swift^P

B.A., University of Connecticut;

M.F.A., Rhode Island School of Design

Assistant Professor of Art

Melissa S. Tassinari

B.A., Mount Holyoke;

Ph.D., The Medical College of Wisconsin

Assistant Professor of Biological Sciences

Frank Cochran Taylor II

B.A., Yale University

Instructor in Organ

Christine Temin^P

A.B., Bryn Mawr College;

M.F.A., University of North Carolina

Assistant Professor of Physical Education
and Athletics and of Theatre Studies**Margaret D. Thompson^A**

A.B., Smith College;

A.M., Ph.D., Harvard University

Associate Professor of Geology

Gerald Tierney^PInstructor in Physical Education
and Athletics**Nina Tumarkin**

B.A., University of Rochester;

A.M., Ph.D., Harvard University

Associate Professor of History

Marilyn Turnbull^P

B.A., Wellesley College;

M.S., University of California (Berkeley)

Instructor/Laboratory Instructor in Chemistry

L. Terrell Tyler, Jr.B.A., Southwestern University at Memphis;
M.A., M.Phil., Ph.D., Yale University

Associate Professor of English

Administrative Coordinator, Writing Program

Steve Van Zoeren^P

B.A., University of Michigan;

M.A., Harvard University

Instructor in Chinese

Linda Kent Vaughan

B.S., M.A., Russell Sage College;

Ph.D., Ohio State University

Professor of Physical Education
and Athletics**Julie Vaverka^P**

B.M., Eastman School of Music

Instructor in Clarinet

Tino Villanueva

B.A., Southwest Texas State University;

M.A., State University of New York (Buffalo);

Ph.D., Boston University

Assistant Professor of Spanish

Glen Albert Walant^P

Instructor in Trombone

Richard William Wallace

B.A., Williams College;

M.F.A., Ph.D., Princeton University

Professor of Art

Helen Wang^A

B.A., University of Wisconsin;

A.M., Ph.D., Harvard University

Associate Professor of Mathematics

Margaret Ellen Ward^A

B.A., Wilson College;

M.A., Ph.D., Indiana University

Associate Professor of German

Lois Wasserspring^P

B.A., Cornell University;

M.A., Princeton University

Lecturer in Political Science

Andrew C. Webb

B.S., Ph.D., University of Southampton

Associate Professor of Biological Sciences

Eleanor Rudd Webster

B.A., Wellesley College;

M.A., Mount Holyoke College;

A.M., Ph.D., Radcliffe College

Professor of Chemistry

Patricia A. Weisse^P

B.S., Lehigh University;

M.S., University of Massachusetts

Laboratory Instructor in Geology

Dorothea J. Widmayer

B.A., M.A., Wellesley College;

Ph.D., Indiana University

Professor of Biological Sciences

Howard J. Wilcox

B.A., Hamilton College;
Ph.D., University of Rochester
Professor of Mathematics

Ernest H. Williams Jr.

B.S., Trinity College;
M.A., Ph.D., Princeton University
Assistant Professor of Biological Sciences

Kenneth P. Winkler^P

B.A., Trinity College;
Ph.D., University of Texas (Austin)
Assistant Professor of Philosophy

Robert Winters^P

B.A., Queens College (CUNY)
Instructor in Mathematics

Donald Lewis Wolitzer

B.S., State University of New York
(Stony Brook);
M.S., Ph.D., Northeastern University
Assistant Professor of Mathematics

Bela Wurtzler

Instructor in Double Bass

Monique Y. Yaari

B.A., M.A., Ph.D., University of Cincinnati
Assistant Professor of French

Christina Yao^A

B.A., National Taiwan University;
M.A., Washington University;
Ph.D. Stanford University
Assistant Professor of Chinese

Theresa C-H Yao^P

B.A., Taiwan Normal University
Lecturer in Chinese

Arlene Zallman

Diploma, Juilliard School of Music;
M.A., University of Pennsylvania
Associate Professor of Music

Steven Zdatny

B.A., M.A., New York University;
Ph.D., University of Pennsylvania
Assistant Professor of History

Claire Zimmerman^A

B.A., Wellesley College;
Ph.D., Radcliffe College
Professor of Psychology

Professors Emeriti

Ruth Elvira Clark Litt.D.

Professor of French

Mary Bosworth Treudley Ph.D.

Professor of Sociology

Grace Elizabeth Howard Ph.D

Associate Professor of Botany

Edna Heidbreder Ph.D.

Professor of Psychology

Ada May Coe M.A.

Professor of Spanish

Jorge Guillén Catedrático de Universidad

Professor of Spanish

Waclaw Jedrzejewicz

Associate Professor of Russian

Ella Keats Whiting Ph.D.

Professor of English and Dean

Mary Lellah Austin Ph.D.

Professor of Zoology

Grace Ethel Hawk B Litt. (Oxon.)

Professor of English

Lucy Winsor Killough Ph D

Professor of Economics

Magdalene Schindelin Ph.D.

Associate Professor of German

Dorothy Mae Robathan Ph.D.

Professor of Latin

Agnes Anne Abbot

Professor of Art

Eva Elizabeth Jones Ph D.

Professor of Zoology

Edith Brandt Mallory Ph.D.

Professor of Psychology

Evelyn Faye Wilson Ph.D.

Professor of History

Teresa Grace Frisch Ph.D.

Professor of Art and Dean of Students

Dorothy Heyworth Ph.D.

Professor of Physics

Barbara Salditt Ph D

Associate Professor of German

Louise Wilson Roquemore Ph.D.
Professor of Biology

Barbara Philippa McCarthy Ph.D.
Professor of Greek

Mary Ruth Michael Ph.D.
Professor of English

Sylvia Leah Berkman Ph.D.
Professor of English

Herbert Morrison Gale Ph.D.
Professor of Religion and Biblical Studies

Delaphine Grace Rosa Wyckoff Ph.D.
Professor of Bacteriology

Hannah Dustin French M.S.
Research Librarian, Special Collections

Virginia Onderdonk B.A.
Professor of Philosophy

Virginia Fleming Prettyman Ph.D.
Professor of English

Thelma Gorfinkle Alper Ph.D.
Professor of Psychology

Hubert Weldon Lamb A.B.
Professor of Music

Harriet B. Creighton Ph.D.
Professor of Botany

Sarah J. Hill Ph.D.
Professor of Astronomy

Justina Ruiz-de-Conde Ph.D.
Professor of Spanish

Virginia M. Fiske Ph.D.
Professor of Biological Sciences

Owen S. Stratton Ph.D.
Professor of Political Science

Mary E. Bradley Ed.D.
Associate Professor of Education

Ruth Deutsch M.A.
Lecturer in German

Helen Margaret Brown M.S.
Librarian

Janet Guernsey Ph.D.
Professor of Physics

Lucetta Mowry Ph.D.
Professor of Religion and Biblical Studies

Grazia Avitable Ph.D.
Professor of Italian

Fred Denbeaux S.T.M.
Professor of Religion and Biblical Studies

Edward Gulick Ph.D.
Professor of History

Alice T. Schafer Ph.D.
Professor of Mathematics

Helen Storm Corsa Ph.D.
Professor of English

Katherine Lever Ph.D.
Professor of English

Carlo François Ph.D.
Professor of French

Presidents



President Nannerl O. Keohane

Presidents

Ada Howard
1875-1881

Alice Freeman Palmer
1881-1887

Helen Shafer
1887-1894

Julia Irvine
1894-1899

Caroline Hazard
1899-1910

Ellen Fitz Pendleton
1911-1936

Mildred McAfee Horton
1936-1949

Margaret Clapp
1949-1966

Ruth M. Adams
1966-1972

Barbara W. Newell
1972-1980

Nannerl Overholser Keohane
1981-

Board of Trustees

Betty K. F. Johnson M.A.
Chairman
Cincinnati, Ohio

Robert A. Lawrence B.A.
Vice Chairman
Westwood, Massachusetts

Walter M. Cabot M.B.A.
Treasurer
Dover, Massachusetts

Madeleine Korbel Albright Ph.D.
Washington, D.C.

Dorothy Dann Collins B.A.
Dallas, Texas

Allison Stacey Cowles M.A.
Spokane, Washington

Prudence Slitor Crozier Ph.D.
Wellesley, Massachusetts

Camilla Chandler Frost B.A.
Pasadena, California

Luella Gross Goldberg B.A.
Minneapolis, Minnesota

Margaret Jewett Greer B.A.
Chevy Chase, Maryland

Daniel S. Gregory M.B.A.
Westwood, Massachusetts

Jerome H. Grossman M.D.
Chestnut Hill, Massachusetts

Barbara Barnes Hauptfuehrer B.A.
Huntingdon Valley, Pennsylvania

Anne Cohen Heller M.D.
New York, New York

Walter Hunnewell M.B.A.
Wellesley, Massachusetts

David O. Ives M.B.A.
Cambridge, Massachusetts

Barbara Loomis Jackson Ed.D.
Baltimore, Maryland

Carol Johnson Johns M.D.
Baltimore, Maryland

Howard Wesley Johnson M.A.
Cambridge, Massachusetts

Mary Gardiner Jones LL.B.
Washington, D.C.

Claudine B. Malone M.B.A.
Bethesda, Maryland

Mary E. McPherson B.A.
Ontario, California

Suzanne Carreau Mueller B.A.
New York, New York

Katherine Curtis Rigler B.A.
Bethesda, Maryland

Allene Lummis Russell B.A.
Chestnut Hill, Massachusetts

William L. Saltonstall M.B.A.
Manchester, Massachusetts

Patricia M. Spacks Ph.D.
New Haven, Connecticut

Mary Ann Dilley Staub B.A.
Winnetka, Illinois

David B. Stone LL.D.
Marion, Massachusetts

Nancy Angell Streeter B.A.
New York, New York

Estelle N. Tanner B.A.
Scarsdale, New York

Margaret Westheimer Tishman M.A.
New York, New York

Nannerl O. Keohane Ph.D., ex officio
President of Wellesley College
Wellesley, Massachusetts

Helen Bohm O'Bannon M.A., ex officio
President of the Wellesley College
Alumnae Association
Harrisburg, Pennsylvania

Clerk of the Board of Trustees

Doris E. Drescher B.S.
Needham, Massachusetts

Trustees Emeriti

Eleanor Wallace Allen '25
Boston, Massachusetts

O. Kelley Anderson
Boston, Massachusetts

Harriet Segal Cohn B.A.
Brookline, Massachusetts

Nelson J. Darling, Jr. LL.B.
Swampscott, Massachusetts

Sirarpie Der Nersessian
Paris, France

Byron Kauffman Elliott
Boston, Massachusetts

Alexander Cochran Forbes
Manchester, Massachusetts

Mary Cooper Gaiser '23
Spokane, Washington

Hilda Rosenbaum Kahne Ph.D.
Lexington, Massachusetts

Mildred Lane Kemper B.A.
Kansas City, Missouri

George H. Kidder LL.B.
Concord, Massachusetts

James Lawrence
Brookline, Massachusetts

Elisabeth Luce Moore '24
New York, New York

Horace S. Nichols B.S.
Boston, Massachusetts

Samuel H. Proger M.D.
Brookline, Massachusetts

George Putnam M.B.A.
Manchester, Massachusetts

Rose Clymer Rumford '34
Baltimore, Maryland

John K. Spring
Concord, Massachusetts

Edward A. Weeks, Jr.
Boston, Massachusetts

Mary Sime West '26
Somers, New York

Katharine Timberman Wright '18
Columbus, Ohio

Administration

Office of the President

Nannerl Overholser Keohane Ph.D.

President

Professor of Political Science

Molly Campbell M.A.

Assistant to the President

Katherine M. MacDonald B.A.

Executive Secretary to the President

Office of the Secretary of the College and Clerk of the Board of Trustees

Doris E. Drescher B.S.

Secretary of the College

Clerk of the Board of Trustees

Carol A. Millen

Secretary to the Secretary of the College and to the Clerk of the Board of Trustees

Chaplaincy

The Rev. Constance Chandler-Ward M.Div.

Chaplain

Office of Admission

Mary Ellen Ames B.A.

Director

Karen S. Andrews M.S.S.W.

Associate Director

Audrey Smith-Whitaker M.Ed.

Associate Director

Nancy Steves Hogan M.Ed.

Senior Assistant Director

Vanessa Alleyne M.Ed.

Assistant Director

Joellen O'Neil B.A.

Assistant Director

Evelyn R. Staudinger M.A.

Assistant Director

Rosemary Rosenkranz

Office Manager

Jan Eckert

Administrative Assistant

Information Bureau

Trixie G. Stetson

Manager

Office of the Dean of the College

Maud H. Chaplin Ph.D.

Dean of the College

Professor of Philosophy

Edward A. Stettner Ph.D.

Associate Dean of the College

Professor of Political Science

Mary Lorantos

Secretary to the Dean of the College

Ruth Anne Nuwayser M.A.

Assistant to the Dean of the College,
Faculty Appointments

Audiovisual Services

Margaret Haigis

Director of Audiovisual Services and
Language Laboratory

Computer Center

Richard C. Schofield B.S.

Director of Academic Computing

Eleanor D. Lonske M.Ed.

Associate Director of Academic Computing
Lecturer in Computer Science

Hsiao-ti Falcone M.Ed.

User Services Coordinator

Office of Sponsored Research

Elizabeth C. Lieberman M.A.

Director

Margaret Clapp Library

Eleanor Adams Gustafson M.S.
Librarian

Edith Shapero Alpers M.S.
Senior Cataloger

Anne M. Anninger M.S.
Special Collections Librarian

Mary Wallace Davidson M.S.
Music Librarian

Katherine D. Finkelpearl B.L.S.
Art Librarian

Ann Davis Greene M.S.
Associate Librarian for Technical Services

Judith Kahl M.S.
Acquisitions Librarian

Betty J. Landesman M.S.
Serials Librarian

Irene Shulman Laursen M.S.
Science Librarian

Sally Blumberg Linden M.S.
Readers Services Librarian

Claire Tucker Loranz M.S.
Documents Librarian

Sheila Tewksbury Morrison M.S.
Technical Services Librarian

Vicky Ludwig Sheehan M.S.
Technical Services Librarian

Wilma Ruth Slaight Ph.D.
Archivist

Joan Spillsbury Stockard M.S.
Readers Services Librarian

Katherine Topulos M.S.
Cataloguer

Registrar

Barbara B. Farquhar M.Ed.
Registrar
Director of Institutional Research

Adriana F. Feuer B.A.
Associate Registrar

Eleanor Witten
Assistant to the Registrar

Science Center

Phyllis J. Fleming Ph.D.
Director, Science Center
Sarah Frances Whiting Professor of Physics

Rosamond V. White B.S.
Manager, Science Center

Special Events

Margaret Galloway Lafferty B.A.
Director

Office of the Dean of Students

Florence C. Ladd Ph.D.
Dean of Students

Charleen Vanelli
Secretary to the Dean of Students

Class Deans

Molly Campbell M.A.
Dean of the Class of 1984
Assistant to the President

Pamela Daniels M.A.
Dean of the Class of 1985
Lecturer in Psychology

Sylvia Evans Robinson M.A.
Dean of the Class of 1986
Instructor in English

Lorraine G. Ward M.A.
Dean of the Class of 1987

Academic Assistance Programs

Shirley Quinn B.A.
Director

Center for Women's Careers

Barbara B. Lazarus Ed.D.
Director

Diane L. Redonnet M.B.A.
Administrative Director

Nancy Tobin A.B.
Associate Director

Catherine E. Solmssen M.Ed.
Assistant Director

Floy Stryker M.L.S.
Resource Center Librarian

Marianne Nee
Internship Coordinator

Eleanor V. Perkins B.A.
Career Counselor/Special Projects

Irma Tryon
Career Counselor/Recruitment Coordinator

Continuing Education

Bonnie D. Leonard Ed.D.
Dean of Continuing Education

Exchange Coordinator

Dorothy B. Moeller B.A.

Harambee House

Wynne Holmes
Director

College Health Service

Thomas J. Keighley M.D.
Director, Health Service

Gertrude E. Murray M.D.
Associate Physician

Ann Stewart-Burton M.D.
Staff Gynecologist

Charlotte Sanner M.D.
Associate Physician

Stone Center for Developmental Services and Studies

Jean Baker Miller M.D.
Director

Rona Klein M.D.
Acting Co-Administrator of the Counseling Service

Alexandra Kaplan Ph.D.
Acting Co-Administrator of the Counseling Service

Clevonne Turner M.S.W.
Assistant Administrator

Doris Turyn M.Ed.
Administrative Assistant

Residence

David H. Drinan M.Ed.
Director

June Murphy-Katz M.Ed.
Assistant Director

Mary E. Modoono B.A.
Rooming Coordinator

Schneider College Center

Alice M. Roodkowsky
Coordinator for Schneider Center Activities

Slater International Center

Sylvia S. Hiestand M.A.
Director and Foreign Student Advisor

Study Abroad Advisor

Office for Financial and Business Affairs

John W. Hartley M.B.A.
Vice President for Financial and Business Affairs

Robert A. Bower M.B.A./C.P.A.
Controller

Elizabeth Cornwall B.S.
Director, Food Services

Charles M. Corr M.A.
Manager, Printing Services

Carolynn E. Jones B.A.
Director, Personnel

Robert W. Kelly
Manager, College Post Office

Joanne Kesten B.S.
Benefits Administrator

Lucille M. Knight B.A.
Assistant to the Vice President

John Louis Lelievre
Director, Purchasing

Richard L. Lewis B.S.
Bursar

Matthew Marshall M.P.S. (Hotel Adm)
Manager, Wellesley College Club

Barry F. Monahan M.A.
Chief, Campus Police

Anthony R. Oteri
Assistant Director, Physical Plant

Jacqueline D. Reichard
Secretary to the Vice President for
Financial and Business Affairs

Adel A. Rida B.S.
Director, Physical Plant

Dorothy Swithenbank M.B.A.
Director, Administrative Information Systems

Office of Budget

Elizabeth K. Bark B.A.
Director, Budget and Financial Planning

Office of Financial Aid

Amelia Botsaris Nychis M.A.
Director

Lucia Whittlesey B.A.
Associate Director

Phyllis Kelley M.S.
Associate Director

Carol Marsh
Assistant Director and Coordinator of
Student Work

Constance Koeneman B.S.
Assistant Director

Sylvia Watkins B.S.
Assistant Director

Office for Resources

Gerald W. Patrick B.A
Vice President for Planning and Resources

Nancy L. Agnew M.B.A
Director, Corporations and Foundations

Betty C. Fuchs B.A.
Director, Resources Development

Helen K. Kelley
Administrative Officer

Janet Nicholatos B.A.
Secretary to the Vice President

Emiko I. Nishino B.A.
Director, Special Programs
Coordinator for Handicapped Student Services

Janet B. Rosen M.S.
Director, Geographic Programs

A. JoAnn Roth B.A.
Director, Planned Giving

Lorraine S. Tamaribuchi M.A.
Director, Class Programs

Joan K. Tofias B.A.
Director, Key Gifts

Ann Wadsworth
Director, Resources Administration

Office of Communications

Nancy L. Agnew M.B.A
Director, Communications

Rosemarie Cummings
Director, Publications

Ruth P. Ordway
Senior Production Coordinator, Publications

Ann Jackson O'Sullivan B.A.
Director, Media Relations

Nancy DuVergne Smith B.A.
Staff Writer

Wellesley College Museum

Ann Gabhart A.M.
Director

Eleanor M. Hight A.M.
Assistant Director

Marjorie Dings B.S.
Membership and Public Relations Administrator

Susan Bienen Johnson B.A.
Registrar

Sanda Boyd B.A.
Membership and Public Relations Assistant

Sharon Harlan Ph.D.
Research Associate

Barbara Hernberg
Office Manager

Pauline Houston
Grants/Contract Accountant

Barbara Kneubuhl Ph.D.
Research Staff

Elissa Koff Ph.D.
Research Associate

Michelene Malson Ph.D.
Program Director

Lydia O'Donnell Ed.M.
Research Associate

Brigid O'Farrell Ed.M.
Research Associate

Jan Putnam B.A.
Assistant to the Director

Jill Rierdan Ph.D.
Research Associate

Patricia Bell Scott Ph.D.
Research Associate

Michelle Seltzer M.A.
Program Associate

Margaret Stubbs A.B.
Research Staff

Jane Traupmann Ph.D.
Research Associate

Bette Woody Ph.D.
Research Associate

**Center for Research on
Women**

Laura Lein Ph.D.
Director

Grace Baruch Ph.D.
Program Director

Margaret McIntosh Ph.D.
Program Director

Joseph Pleck Ph.D.
Program Director

Carolyne Arnold D.Sc.
Research Associate

Rosalind Barnett Ph.D.
Research Associate

Lois Biener Ph.D.
Research Associate

Margo Bradford B.S.
Project Coordinator

Sumru Erkut Ph.D.
Research Associate

Joyce Everett M.S.W.
Research Staff

Jacqueline Fields Ph.D.
Program Associate

Ellen Gannett M.Ed.
Project Associate

Linda Gardiner Ph.D.
Project Director

Andrea Genser M.S.
Program Associate

Child Study Center

Marian S. Blum A.M.
Educational Director

Mary E. Ucci M.Ed.
Head Teacher

Ann S. Schwarz B.A.
Head Teacher

Pamela Ritter M.Ed.
Head Teacher

Trase D. Rourke
Assistant to the Director



Alumnae



Alumnae Organization

Alumnae Office

Anne Mitchell Morgan B.A.
Executive Director

Joan Gardner
Associate Director for Special Programs

Laura Lobenthal Katz B.A.
Associate Director for Clubs

Caroline Canterbury Riem B.A.
Associate Director for Classes and Reunions

Alumnae Magazine

Phyllis Méras M.S.
Editor

Mary Jane Ertman B.A.
Associate Editor

Alumnae Association Board of Directors

President

Helen Bohen O'Bannon
3501 North Second Street
Harrisburg, Pennsylvania 17110

First Vice President

Janice Lane Hunt
969 South Street
Needham, Massachusetts 02192

Second Vice President

Suzanne Kibler Morris
2 Waverly Place
Houston, Texas 77005

Treasurer/Secretary

Courtney Graham Donnell
900 North Lake Shore Drive, 2213
Chicago, Illinois 60611

Chairman, Campus Committee

Ann Hayden Hamilton
32 Plain Road
Wayland, Massachusetts 01778

Chairman, Class Officers

R. Stephanie Bruno
5129 Chestnut Street
New Orleans, Louisiana 70115

Chairman, Class Fund Programs

Theresa Mall Mullarky
Crab Apple Lane
Locust Valley, New York 11560

Chairman, Clubs

Henrietta S. Holsman
101 Ocean Avenue, #B7
Santa Monica, California 90402

Chairman, Alumnae-Student Communications

Marcia Burick
35 Harrison Avenue
Northampton, Massachusetts 01060

Chairman, Academic Programs

Charlotte Ripley Sorenson
117 Brattle Street
Cambridge, Massachusetts 02138

Chairman, Alumnae Admission Representatives

Anne L. Messenger
500 Melrose Drive
Syracuse, New York 13212

Ex Officiis

Anne Mitchell Morgan
Executive Director

Phyllis Méras
Editor, *Wellesley*, the alumnae magazine

Alumnae Trustees

Allison Stacey Cowles (1978-1984)
Spokane, Washington

Katherine Curtis Rigler (1980-1986)
Bethesda, Maryland

Claudine B. Malone (1982-1988)
Bethesda, Maryland

Mary McPherson (1983-1986)
Ontario, California

Estelle Newman Tanner (1983-1989)
Scarsdale, New York

National Development Fund Council

The National Development Fund Council sets policy and provides leadership for all efforts to seek voluntary financial support of the College. Wellesley welcomes all gifts in support of its educational and charitable missions. The generous contributions of alumnae, friends,

and parents provide the means by which the College is able to maintain the standards of excellence which are the hallmark of a Wellesley education.

For 1983-84 the members of the National Development Fund Council are as follows.

Mrs. Alan V. Tishman
(*Peggy Westheimer* '41)

Chairman
1095 Park Avenue
New York, New York 10028

Mrs. F. Daniel Frost
(*Camilla Chandler* '47)

Vice Chairman
470 Columbia Circle
Pasadena, California 91105

Mrs. Shelby Cullom Davis
(*Kathryn Wasserman* '28)

Chairman, Bequests
Broad Oak, Wilson Park
Tarrytown, New York 10591

Mrs. Dean Lee Engelhardt
(*Sara Lawrence* '65)

Chairman, Foundations
173 Riverside Drive, Apt. 6D
New York, New York 10024

Mrs. Arnold G. Fraiman
(*Genevieve Lam* '49)

Chairman, Deferred Gifts
1140 Fifth Avenue
New York, New York 10028

Mr. and Mrs. John A. Griner III
(*Margaret Lytle* '58)

Chairmen, Parents' Fund Committee
Post Office Box 296
Wayne, Illinois 60184

Mrs. George J. Hauptfuhrer
(*Barbara Barnes* '49)

Co-chairman, National Committee for
Wellesley Athletics
1700 Old Welsh Road
Huntingdon Valley, Pennsylvania 19006

Ms. Henrietta S. Holsman '70
Chairman, Clubs

101 Ocean Avenue, #B7
Santa Monica, California 90402

Dr. Carol J. Johns
(*Carol Johnson* '44)

Trustee
Member-at-large
203 East Highfield Road
Baltimore, Maryland 21218

Mrs. Charles T. McHugh
(*Anne Jones* '63)

Chairman, Geographic Fund Programs
3162 North Pine Grove
Chicago, Illinois 60657

Mrs. Carl M. Mueller
(*Suzanne Carreau* '46)

Trustee
Member-at-Large
435 East 52nd Street
New York, New York 10022

Mrs. Thomas Mullarkey
(*Teresa Mall* '60)

Chairman, Class Fund Programs
Crab Apple Lane
Locust Valley, New York 11560

Mrs. Donald C. Platten
(*Margaret Wyckoff* '39)

Chairman, Durant Society
9 Pasture Lane
Darien, Connecticut 06820

Mrs. Robert P. Schauss
(*Martha Schwanke* '40)

Member-at-large
633 Park Avenue
River Forest, Illinois 60305

Mr. David B. Stone
Co-chairman, National Committee
for Wellesley Athletics
North American Management Corporation
28 State Street, Suite 3854
Boston, Massachusetts 02109

Ex Officiis

Ms. Nannerl O. Keohane
(*Nannerl Overholser '61*)
President

Mrs. Morse Johnson
(*Betty K. Freyhof '44*)
Chairman, Board of Trustees
9 Far Hills Drive
Cincinnati, Ohio 45208

Mr. Robert A. Lawrence
Vice Chairman, Board of Trustees
State Street Research & Management Company
225 Franklin Street
Boston, Massachusetts 02110

Mr. Walter M. Cabot, Treasurer
Harvard Management Co., Inc.
75 Federal Street
Boston, Massachusetts 02110

Mrs. George W. O'Bannon
(*Helen Bohem '61*)
President, Alumnae Association
3501 North Second Street
Harrisburg, Pennsylvania 17110

Gerald W. Patrick
Vice President for Planning and Resources

Travel Instructions

If you drive:

From the West:

Take the Massachusetts Turnpike to the Weston Exit (Exit #14). Then go south on Route 128 for one-half mile to the Route 16 Exit. Follow Route 16 West to the entrance to the College, opposite the golf course (you will drive through the Town of Wellesley).

From the East:

Take the Massachusetts Turnpike to the West Newton Exit (Exit #16). Follow Route 16 West to the entrance to the College, opposite the golf course (you will drive through the Town of Wellesley).

From the North:

Take Route 128 South to Route 16 West Exit (Exit #53/54W). Follow Route 16 West to the entrance to the College, opposite the golf course (you will drive through the Town of Wellesley).

From the South:

Take Route 128 North to the Route 16 West Exit (Exit #54). Follow Route 16 West to the entrance to the College, opposite the golf course (you will drive through the Town of Wellesley).

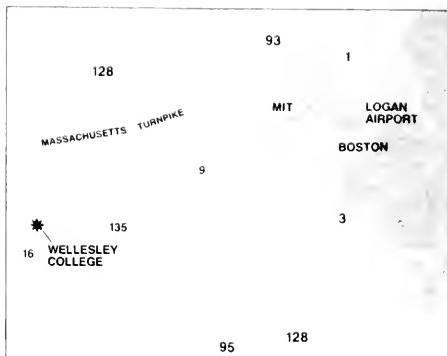
If you arrive by plane:

MBTA (subway). Take the Shuttle Bus (25¢) at the terminal to the Airport MBTA stop, then take an inbound Blue Line car to Government Center (60¢). Go upstairs and change to a car marked "RIVERSIDE-D" on the Green Line. Get off at Woodland (the second to last stop).

From Woodland you have two options:

1. Take the Suburban Lines bus (75¢) marked "Framingham Local" (it leaves Woodland at 10 minutes past the hour) and ask the driver to let you off at Wellesley College. The bus will stop in front of Cazenove Hall, a short walk from Green Hall.
2. Take a taxi (approximately \$7.50). If necessary, call Wellesley Community Taxi at 235-1600.

Allow about two hours for the trip to the College from the Airport by public transportation. Be sure to have plenty of change! Exact fare is required on bus and subway systems.



Taxi

The taxi cost from Logan Airport is \$22.70 including tolls if you call Wellesley Community Taxi at 235-1600 when you arrive. There is a small additional charge when more than three people share a cab. The Community Taxi Service runs from 7:00 a.m. to 11:00 p.m. Other taxi arrangements will cost substantially more.

If you arrive by train:

Get off at South Station. Take the Red Line to Park Street (60¢). Change to a car marked "RIVERSIDE-D" on the Green Line and follow the above directions from Woodland to the College.

If you arrive by bus:

Greyhound

Get off the bus at the RIVERSIDE terminal (a stop prior to Boston). From there, take a taxi to the College (approximately \$7.50). If necessary, call for a cab at Wellesley Community Taxi at 235-1600.

Trailways & Peter Pan

Get off at the FRAMINGHAM/NATICK terminal — Speen Street (a stop prior to Boston). From there, take a taxi to Wellesley College (approximately \$8.50).

Index

- Academic Program
 advanced placement exams, 37
 advising, 34
 calendar, 3
 curriculum, 34-36
 degree requirements, 34
 distinctions, 43-47
 distribution requirements, 34-35
 examinations, 38
 foreign language requirements, 35
 grading policy, 38
 honors, departmental, 43-44
 major, 36
 programs, 40-42
 review board, 37
 policies and procedures, 36-39
 prizes, 45-47
 standards, 36
 Acceleration, 39
 Adding courses, 38
 Administration, 230-234
 Admission, 20-24
 application for, 20
 campus visit, 20-21
 College Entrance Examination Board tests, 21
 criteria for, 20-21
 deferred entrance, 22
 early admission, 22
 early decision, 21
 early evaluation, 21-22
 foreign students, 22
 general requirements for freshman applicants, 20
 geographic distribution chart, 24
 interview, 20
 plans, 21-22
 readmission, 39
 regular decision, 21
 summary of students, 23
 transfer students, 22-23
 U S citizens living abroad, 22
 Advanced placement examinations,
 credit for, 37
 Alumnae, 235-238
 Association, board of directors, 236
 National Development Fund Council, 237-238
 organization, 236
 trustees, 236
 Alumnae Hall, 11
 American studies,
 interdepartmental major, 49
 Anthropology courses, 50-52
 Archaeology, classical and Near Eastern,
 interdepartmental major, 83
 Architecture,
 interdepartmental major, 53-54
 Art courses, 55-63
 history of, 55-62
 studio, 62-63
 Arts center, 10-11
 Astronomy courses, 64-65
 Auditing courses, 38
 Bachelor of arts degree, requirements for, 34
 Biological sciences courses, 66-70
 Black studies courses, 71-74
 Board of Trustees, 228
 Buildings, see Campus
 Calendar, 3
 Cambridge humanities seminar, 40, 207
 Campus, description of, 10-12
 Career counseling, 18
 Career services, 18
 CEEB, 21
 Center for Research on Women, 12
 Chapel, 11
 Chemistry courses, 75-77
 Child Study Center, 11
 Chinese courses, 78-80
 Chinese studies,
 interdepartmental major, 80-81
 Choir, 146
 Classical civilization,
 interdepartmental major, 82-83
 Classical and Near Eastern archaeology,
 interdepartmental major, 83
 Classrooms, 10
 College Entrance Examination Board tests, 21
 College government, 17
 College health service, 16
 College, history of, 6-8
 Colloquia, freshman-sophomore, 40, 48
 Community involvement, 142
 Computer facilities, 10
 Computer science courses, 84-86
 Confidentiality of student records, 17
 Continuing Education, 42
 fees, 27
 financial aid, 30
 Correspondence, 4
 Costs and financial aid, 26-32
 Counseling and advising resources, 15
 Courses of instruction, 48-208
 legend, 48
 Credit
 for advanced placement examination, 37
 for community involvement, 42
 for other academic work, 37
 for summer school and independent study, 38
 Cross registration, Massachusetts Institute of
 Technology, 40
 Curriculum, 34-36
 Degree
 B A., requirements for, 34
 double degree program, 40
 Departmental honors, 43-44
 Development, National Council, 237-238
 Directory information, 17
 Distribution requirements, 34-35
 Double degree program, 40
 Dropping courses, 38

- Early admission, 22
 Early decision, 21
 Early evaluation, 21-22
 East Asian studies
 interdepartmental major, 81
 Economics courses, 87-91
 Education courses, 92-94
 Emeriti, professors, 225-226
 Employment, student, 18, 29
 Engineering, preparation for, 35-36
 English courses, 95-100
 Enrollment statistics, 23, 24
 Examinations, 37, 38
 advanced placement, 37
 exemption, 37
 Exchange programs
 Twelve college, 40
 Wellesley-Mills, 41
 Wellesley-Spelman, 41
 Exemption from required studies, 37
 Expenses, general, 26
 Experimental courses, 201-202
 Extradepartmental courses, 198-200
 Facilities and resources, 10-12
 Faculty, 209-225
 Federal Income Tax Return, 30
 Fees and expenses, 26-28
 annual fee, 26
 continuing education, 27
 general deposit, 26
 general expenses, 26
 health insurance, 27
 parent loan plan, 27
 payment plans, 27-28
 refund policy, 27
 room retainer fee, 26
 special fees and expenses, 26
 student activity fee, 26
 student health program, 27
 tuition reservation fee, 26
 Fellowships
 undergraduate and graduate, 18, 31-32
 Financial aid, 29-32
 application form, 30
 assistance for families not eligible, 30
 continuing education, 30
 federal income tax return, 30
 financial aid form, 30
 grants, 29
 information, 30
 jobs, campus and off campus, 18
 loans, 29
 parent loan plan, 27
 payment plans, 27-28
 repayment of loans, 29
 town tuition grants, 30
 transfer students, 30
 work-study, 29
 Financial information, 26-32
 Foreign language requirements, 35
 Foreign students
 admission of, 22
 countries, 24
 Foreign study, 41
 Aix-en-Provence, France, 41
 Córdoba, Spain, 41
 French courses, 101-105
 French studies
 interdepartmental major, 105-106
 Freshman
 admission requirements, 20
 Freshman-sophomore colloquia, 40, 48
 Geographic distribution chart, 24
 Geology courses, 107-108
 German courses, 109-111
 Grading system, 38
 Grade reports, 38
 Graduate fellowships, 31-32
 Graduate school information, 18
 Greek and Latin courses, 112-116
 Green Hall, 12
 Greenhouses, 10
 Harambee House, 11
 Health service, 16
 infirmary, 12
 medical insurance, 18, 27
 History courses, 117-129
 History of art courses, 55-62
 Honor code, 16-17
 Honors
 awarded, 43
 departmental, 43-44
 Independent study, 38
 Individual majors, 36
 Individual study, 37
 Infirmary, 12
 Inquiries and visits, 4
 Insurance, medical, 18, 27
 Internship information, 18, 41
 summer, 41
 Interview, 20
 Italian courses, 130-132
 Italian culture,
 interdepartmental major, 132
 Jewett Arts Center, 10-11
 Job notices, 18
 Job recruiting, 18
 Junior year abroad, 41
 Language studies
 interdepartmental major, 133
 Latin courses, 113-115
 Law school, preparation for, 36
 Leave of absence, 39
 Library, 11
 Literature in translation, 208
 Loans, 29
 repayment of, 29
 Major, 36
 Margaret Clapp library, 11
 Massachusetts Institute of Technology
 cross registration, 40
 double degree program, 40

- Mathematics courses, 134-137
 Medical insurance, 18, 27
 Medical school, preparation for, 36
 Medieval/Renaissance studies,
 interdepartmental major, 138-140
 Mills-Wellesley Exchange Program, 41
 Molecular biology,
 interdepartmental major, 140
 Music courses, 141-146
 performing music, 145
 performing organizations, 146
- National Development Fund Council, 237-238
 Nondiscrimination, policy of, 243
- Observatory, 10
 Orchestra, 146
- Parent loan plan, 27
 Phi Beta Kappa, 44-45
 Philosophy courses, 147-151
 Physical education and athletics courses, 152-154
 Physical education facilities, 11
 Physics courses, 155-157
 Plans of payment, 28
 Political science courses, 158-166
 Presidents, 227
 President's house, 12
 Prizes, academic, 43-47
 Professors Emeriti, 225-226
 Psychobiology,
 interdepartmental major, 167
 Psychology courses, 168-173
- Radio station, 11
 Readmission, 39
 Recommendations, 18
 Recruiting, 18
 Refunds, 27
 Registration for courses, 38
 Religion courses, 174-180
 Religious resources, 16
 Required studies
 exemption from, 37
 Requirements
 Bachelor of Arts, 34
 distribution, 34-35
 exemptions, 37
 foreign language, 35
 other, 35
 writing, 35
 Research, student, 37
 Residence halls, 14-15
 Resources and facilities, 10-12
 Russian courses, 181-182
- Schneider College Center, 11
 Scholarships, 18, 41
 Scholastic aptitude and achievement tests, 21
 Science Center, 10
 Sigma Xi, 45
 Slater International Center, 12
- Slater scholarships, 41
 Society houses, 12
 Sociology courses, 183-187
 Spanish courses, 188-191
 Special academic programs, 40-42
 Spelman-Wellesley Exchange Program, 41
 Sports facilities, 11
 Stecher scholarships, 41
 Student government, 16-17
 Student life, 14-18
 Student records, confidentiality of, 17
 Student residences and resources, 14-16
 Students
 from other countries, 24
 geographic distribution, 24
 summary, 23
 Studio art courses, 62-63
 Study abroad
 junior year, 41
 summer, 42
 Summer
 internships, 41
 school credit, 38
- Technology studies, 201
 Theatre studies courses, 192-193
 Theatre studies,
 interdepartmental major, 193-194
 Transcript and grade reports, 38
 Transfer students
 admission, 22-23
 financial aid, 30
 Travel instructions, 239
 Trustees, board of, 228
 Trustees emeriti, 229
 Trustees scholars, 45
 Tuition
 payments, 27-28
 Twelve College Exchange Program, 40
- Urban politics summer internship program, 42
 Urban studies,
 interdepartmental major, 195
- Visitors, 4
- Waddell scholarships, 41
 Washington summer internship program, 41
 Wellesley College Center for Research
 on Women, 12
 Wellesley College Club, 12
 Wellesley-Mills Exchange, 41
 Wellesley-Spelman Exchange, 41
 Withdrawal, 39
 required, 39
 voluntary, 39
 Women's research center, 12
 Women's studies,
 interdepartmental major, 195-197
 Writing program, 203-206
 WZLY, 11

Policy of Nondiscrimination

Wellesley College admits students, without regard to race, color, religion, or national origin, to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. The College does not discriminate on the basis of race, color, religion or national origin, in administration of its educational policies, admission policies, scholarship and loan programs, athletic and other college-administered programs or in its employment policies.

Wellesley College, as a private, undergraduate educational institution for women, does not discriminate on the basis of sex against its students in the educational programs or activities which it operates, and does not discriminate on the basis of sex in its employment policies, in compliance with the regulations of Title IX of the Education Amendments of 1972, nor does the College discriminate on the basis of handicap in violation of Section 504 of the Rehabilitation Act of 1973.

Wellesley College supports the efforts of secondary school officials and governing bodies to achieve regional accredited status for their schools in order to provide reliable assurance of the quality of the educational preparation of its applicants for admission.

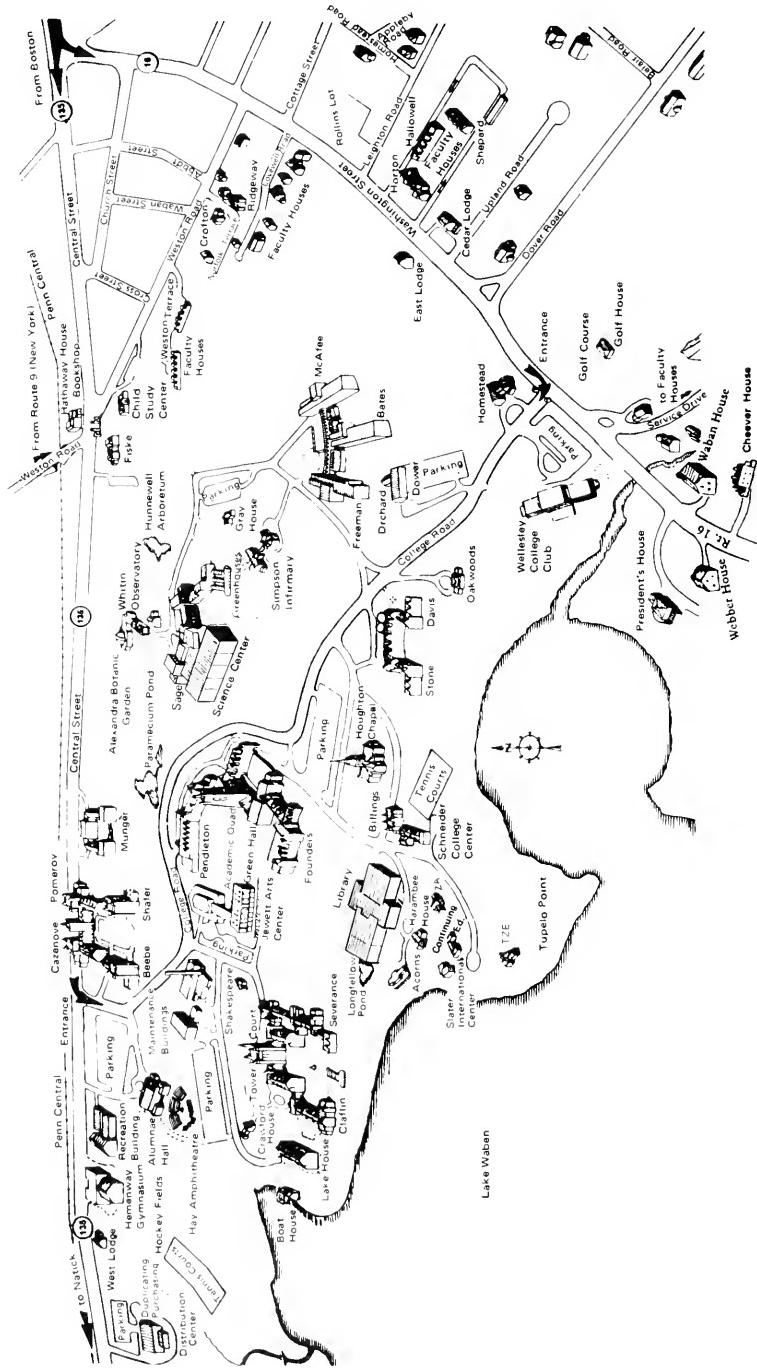
Designer: Booth Simpson Designers/Cambridge, Massachusetts

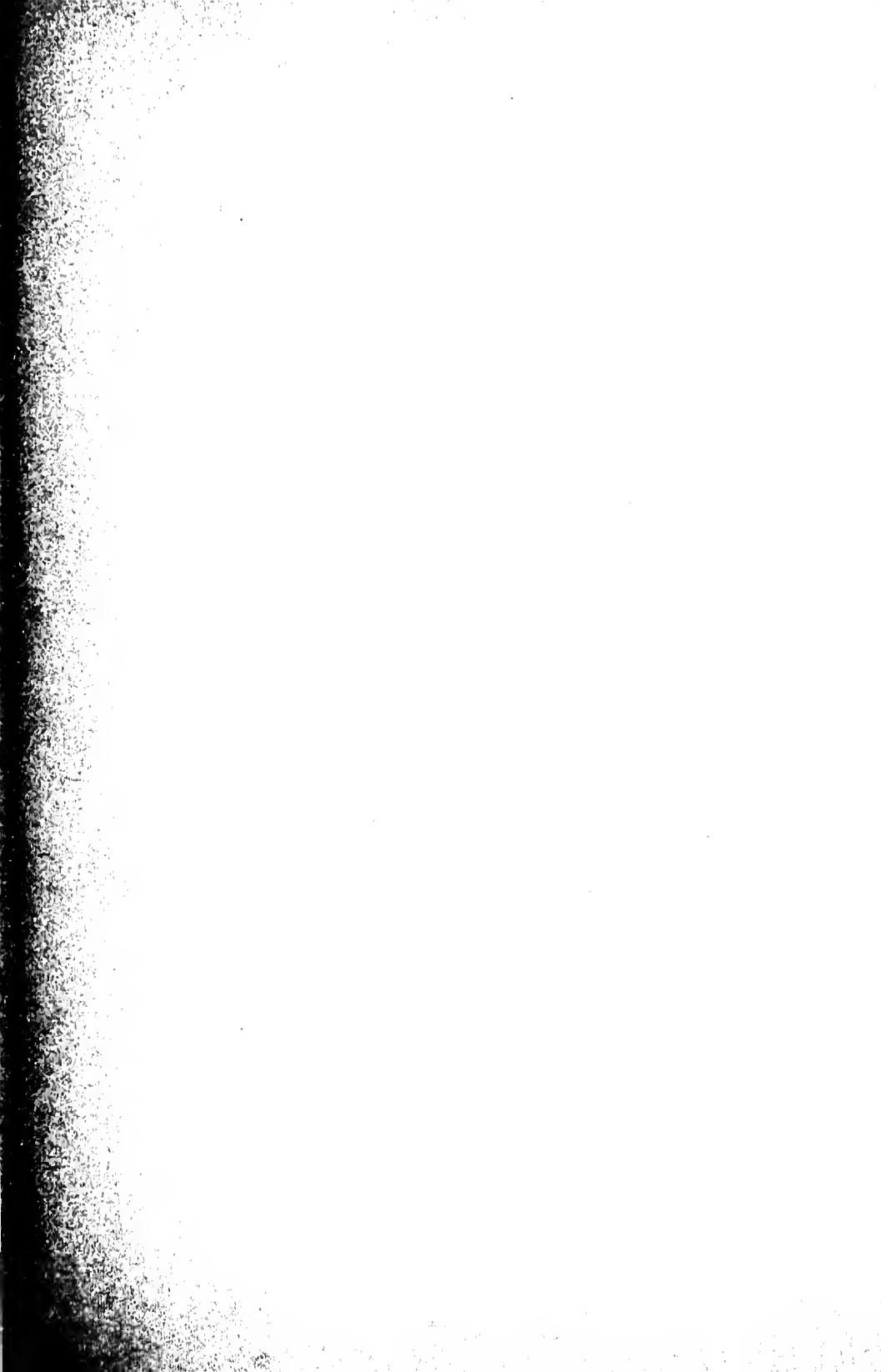
Printer: Rapid Service Press/Boston, Massachusetts

Cover Photos: George Dow, Peter Vandermark

Photographers: Robert Chalve, Richard Chase, George Dow, Bradford Herzog, Dick Sheaff, Booth Simpson

Wellesley College Campus





The Wellesley College Bulletin
Wellesley, Massachusetts 02181

Second Class Postage
Paid at Boston, Massachusetts

